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ABSTRACT

Ten regional workshops were held for local educational personnel in late 1972 and early 1973. Teams of educators were selected from innovative school districts and oriented to the use of alcohol and traffic safety curriculum materials centered on student concerns. Five hundred eighty-seven participants attended from 49 states and Puerto Rico. The materials and concepts were introduced to 14,293 teachers and 1,845 administrators by the 333 respondents to a follow-up instrument. Usage with students, estimated from the follow-up survey is placed at 94,000. A case study review of activity in each of the 10 NHTSA regions showed much interest and action except when it was delimited or postponed by unavailability or slow delivery of the curriculum materials from the Government Printing Office. (Author)

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DOT HS-801 149

ALCOHOL AND HIGHWAY SAFETY CURRICULUM WORKSHOPS FOR K-12 KEY PERSONNEL

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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16. Abstract

Ten regional workshops were held for local educational personnel in late 1972 and early 1973. Teams of educators were selected from innovative school districts and oriented to the use of alcohol and traffic safety curriculum materials centered on student concerns. Five hundred eighty-seven participants attended from forty-nine states and Puerto Rico. The materials and concepts were introduced to 14,293 teachers and 1,845 administrators by the 333 respondents to a follow-up instrument. Usage with students, estimated from the follow-up survey is placed at 94,000. A case study review of activity in each of the ten NHTSA regions showed much interest and action except when it was delimited or postponed by unavailability or slow delivery of the curriculum materials from the Government Printing Office.

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FOREWORD

The U. S. Department of Transportation, National Highway Traffic Safety Administration (NHTSA) under contract #DOT-HS-800-705 in cooperation with the National Institute on Alcohol Abuse and Alcoholism under contract #HSM-42-71-77 supported the preparation of curricular materials to be used at the K-12 level. The materials were prepared by the Human Development Division of Abt Associates, Inc. Authors of the materials are Peter Finn and Judith Platt. The materials are divided into three curriculum volumes, each with a supporting teacher activities guide.

Technical Education Research Centers, Inc. (TERC) was awarded Contract #DOT-HS-100-2-503 to conduct Alcohol and Highway Safety Curriculum workshops for K-12 key personnel. Miss R. Eugenia Walters, Mrs. Dona Tiryakioglu, and Mr. V. E. Burgener were responsible for direction of the project for TERC.

Dr. William Tarrants of NHTSA served as Contract Technical Manager. Fred Fravel of the same office assisted Dr. Tarrants in management of the contract and was of inestimable help in coordinating, printing, and delivery of the manuals from the Government Printing Office. Much of the preparation of the final report was the responsibility of Dr. Claire Szoke and Dorothy Reese of the TERC/Midwest office staff.

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CHAPTER I

INTRODUCTION

The problem of alcohol abuse and traffic safety is a major concern of the U. S. Department of Transportation National Highway Traffic Safety Administration (NHTSA). NHTSA has spearheaded a national effort to reduce death and injury resulting from alcohol abuse and driving through increased enforcement, improved adjudicative procedures, improved control and remediation as well as other methods.

A national mental health publication lists apathetic public attitude as the greatest deterrent to establishment of effective alcohol countermeasure programs. As an example, Indiana investigators reported that juries often sympathize with defendants in drunk-driving cases, particularly when they appear in court as sober, upstanding citizens.[1] The Illinois legislature was not willing to pass an implied consent law until 1971. Effective countermeasures must begin with education as a means of changing public attitude.

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[1] Alcohol and Alcoholism, National Institute of Mental Health, Washington, D. C., Publication #5011, 1969.

The advent of NHTSA's specially prepared K-12 alcohol traffic safety curriculum materials offered an opportunity for a concentrated, coordinated effort to make the next generation of drivers cognizant of the great risks inherent in a gasoline-alcohol usage combination. The public and private schools of the nation are the most logical spots to begin to achieve wholesale attitudinal changes. The objective of changing attitudes by providing up-to-date information to elementary students is futuristic, but introduction of the curriculum materials into school systems could be expected to have intervening values. Some cooperation and support of educational leaders accrues solely from an awareness of the problem as portrayed by effective curriculum materials.

This project was structured to disseminate alcohol and traffic safety curriculum materials and to induce teachers to use the material in regularly organized K-12 courses. The nature of the materials required student involvement. Thus, certain attitudinal sets by teachers had to be modified. Students were used in all workshops to delineate student concerns. Change in future driving-drinking patterns by young people was emphasized.

A major amount of the presentation of curriculum materials and methods at the workshops was proposed to be done by Dr. William Skadden, Health Educator, Illinois Department of Mental Health; Dr. William Rogge, Principal, Oak View School, Bolingbrook, Illinois; Dr. Robert Russell, Associate Professor Health Education, Southern Illinois University; Dr. James Carnahan, Coordinator of Research and Development, Highway Traffic Safety Center, Michigan State

University; and Dr. Woodson Fishback, Associate Professor of Education Emeritus, Southern Illinois University.

Drs. Rogge and Fishback are especially competent in the areas of teaching methods, curriculum design, and student involvement. Dr. Russell and Dr. Carnahan are alcohol education specialists with a high level of substantive knowledge of alcohol control procedures and usage. Dr. Skadden who by his experience and capability could have served as a technical resource person, a teacher, a minister, a psychologist, or a curriculum writer and user unfortunately died before the actual schedule of the workshops materialized. Dr. Russell and Dr. Fishback were available for almost all of the workshops because of a lightened work load during that portion of the year. Dr. Carnahan was finally unable to assist with this project because of conflicting commitments. Other consultants who were used intermittently were Jerry Witherill, Wisconsin State Department of Education; William Richards, Wisconsin State Department of Education; and Shirley Bergofsky, Maryland State Department of Education. All three had previously worked with an ASAP in their respective states. Mr. Burgener, from his many years of experience in teacher training, supervision, and teaching, helped with the teaching methodology of five of the workshops. Gail Milgram, of the Rutgers Center of Alcohol Studies in New Jersey; Helen L. K. Farr, of the Oregon State System of Higher Education; and Dan Bolin of Eastern Illinois University Department of Health Education were also oriented to the materials and workshop methodology for consultant help if needed.

TERC staff members Dr. Claire Szoke and Dr. John T. Pendleton each assisted with three workshops. Mrs. Dona Tiryakioglu made the workshop arrangements, coordinated details of the operation, and attended all ten workshops.

The workshops were organized with a commitment to bring teams of educators from local school systems into the mainstream of alcohol program planning. Each person could reinforce the efforts of the others upon return to their "home base." A reduction in travel cost was also foreseen since the team could often travel together in one automobile to the workshop site. Occasionally, double rooms could also be used to reduce housing costs.

TERC originally suggested that a local team be comprised of such persons as an administrator, a curriculum specialist, a master teacher, a community alcohol agency representative, a member of the Board of Education, a PTA member and perhaps others. NHTSA did not accept the suggestion that persons other than practicing teachers or administrators be invited. Similarly, state level people were not invited from agencies other than the education department. Ultimately, some state level agency personnel were included by special invitation from the governors' highway safety representatives and regional NHTSA staff.

A timetable and work plan for the workshops was originally set for August, 1973, through March, 1974. A lag in printing and delivery of materials as well as other problems necessitated the dates to be postponed. Sites considered were those which with a three hundred mile radius, overlapped the least, but still

could be located in each of the ten geographic regions of NHTSA. When possible, the site location was in or near metropolitan areas to draw on the population concentration there and to simplify travel both by main highway configuration and availability of public transportation. Finally, in October, 1973, the following schedule was established:

TENTATIVE SCHEDULE

Date	Site	Region
December 7-8	Chicago	Region V
December 14-15	Kansas City	Region VII
January 11-12	Shreveport	Region VI
January 22-23	Atlanta	Region IV
February 5-6	Portland	Region X
February 8-9	Sacramento	Region IX
February 26-27	Baltimore	Region III
March 12-13	Binghamton	Region II
March 15-16	Manchester	Region I
March 22-23	Denver	Region VIII
March 29-30	(Blank Spots or Rescheduling)	

CHAPTER II

PLANNING

A major task early in the project by the TERC staff was scheduling and selecting sites for the ten regional workshops. In addition to these regional workshops, a mini-workshop to field-test the curricular materials and workshop format was held in Champaign. While a workshop was held in each NHTSA region, no attempt was made to limit attendance at any workshop to residents of that particular region. Proximity to the workshop site was the sole geographical criterion. It was decided that in order to minimize travel time and expense participants selected should reside within a three hundred mile radius of the proposed site, although it was impossible to strictly adhere to this guideline, especially in the western part of the United States. The regional NHTSA headquarters city was not automatically selected as the workshop site, but rather the following guidelines were established:

1. Is the site easily accessible to both car and airplane travelers?

2. Does the site conveniently serve as a major center of population in the area?

3. Is the site located so as to serve as wide a geographic distribution of potential schools as possible?

Thus, the workshop for Region VI was held at Shreveport, Louisiana, rather than near NHTSA headquarters in Dallas, Texas, to maximize participation by individuals from Louisiana, Oklahoma, and Arkansas as well as Texas; Denver as a major air terminal was propitious for the far-flung western states; and the three sites on the populous eastern seaboard were dispersed as widely as possible.

Scheduling of the workshops was a complex task, and was further complicated by the late (and several times postponed) delivery date of the curricular materials from the Government Printing Office. It had originally been proposed to hold the pilot workshop in the St. Louis, Missouri, area in September and the first workshop (Region V) in October, but this timetable had to be totally altered. The pilot workshop was then rescheduled before Thanksgiving with the first regional workshop set for December. A further delay of the materials necessitated a last-minute rescheduling of the pilot workshop at Champaign, Illinois, the last of November.

To allow adequate time for follow-up studies prior to the conclusion of the academic year--at which time many of the participants would be difficult to contact--it was deemed necessary to schedule all ten regional workshops in the four-month period of December to March. Time was at a premium. To reduce consultant-staff travel expenses, several of the workshops were scheduled

back-to-back with one day in between. The final sites and dates were as follows:

Date	Site	Region
December 11-12	Chicago	Region V
January 11-12	Kansas City	Region VII
January 15-16	Shreveport	Region VI
January 22-23	Atlanta	Region IV
February 5-6	Portland	Region X
February 8-9	Sacramento	Region IX
February 26-27	Baltimore	Region III
March 12-13	Binghamton	Region II
March 15-16	Manchester	Region I
March 22-23	Denver	Region VIII
March 29-30	(Blank spots or rescheduling)	

A detailed project plan was formulated by the project staff and consultants. The initial plan, which included a time and effort schedule, suggestions for selection of participants, workshop format, content, and suggestions for workshop evaluation, was developed by Mr. Burgener, Dr. Russell, Dr. Fishback, and Dr. Rogge and its overall scope was approved in August by Dr.Tarrants, the contract technical manager. Subsequently, however, the workshop objectives and content were revised by Mr. Burgener and Dr. Szoke in compliance with a number of specific suggestions offered by Dr. Tarrants, and revisions were finalized at a meeting of staff and consultants early in October. At that time, principal areas of responsibility for conduct of the workshops were determined under a tentative format.

Prior to this meeting, Dr. Szoke analyzed the voluminous Abt materials, excerpted those sections of the manuals and accompanying activity sheets most relevant to the issue of alcohol and traffic safety, and dispatched these materials with annotations to each of the principal consultants--a necessary move in view of printing delays which precluded advance distribution of the curricula packet and would have added weeks (because of the plethora of curriculum cumulation) for consultants to thoroughly examine.

Selection and Acquisition of Supplemental Materials

Another task accomplished prior to the first workshop was to locate, identify, and critique audio-visual and other supplemental material on alcohol and traffic safety. Initial identification of these materials was obtained from consultants and from various lists of supplemental aids found in the Abt manuals. Samples of many pamphlets concerning the drinking-driver issue were ordered for critique by the Terc project staff and prioritized for reordering in bulk later for distribution at the workshops. Also distributed at a number of the sessions were Drink/Driver Calculators (courtesy of the Governor's Traffic Safety Coordinating Committee, Springfield, Illinois) and other aids.

Review copies of films/filmstrips were requested which are particularly pertinent to alcohol and traffic safety according to the Abt manuals. While there is much educational material on alcohol and alcoholism in general, only a small percentage of this material is concerned specifically with the relationship of traffic

safety to alcohol usage. Only the latter was chosen for presentation at the workshops. Film evaluation sheets, "A Guide to Audio-Visual Materials on Alcohol and Alcoholism," obtained from the National Institute on Alcohol Abuse and Alcoholism also were reviewed, but these contained suggestions not sufficiently different from those in the Abt materials to be of value. Additional recommendations were received from Mr. Jerome Witherill, Wisconsin State Department of Education, and from Mr. Jackson Tiffany of Wisconsin ASAP, who also sent review copies of six short "trigger films" on alcohol and driving prepared by his organization. A majority of the films requested were received and reviewed by the Terc project staff and consultants; however, only a limited number were selected for workshop use. An annotated list of films/filmstrips was prepared for distribution to workshop participants. At the October 5-6 meeting of staff and consultants, it was decided to use the Wisconsin ASAP "trigger films" to initiate interaction between adult participants and students, inasmuch as junior high or secondary students from a local school district were to be invited to participate in every workshop. It was proposed that student and adult participants jointly view at least one of the films and then divide into "buzz groups" for cross-generational discussion of alcohol and traffic safety objectives introduced by the films. Other films were used a part of informal, optional evening or early morning review sessions at a majority of the workshops.

Selection of Workshop Participants

Following scheduling and determining of sites, preparation of workshop objectives and format, and acquisition of supplemental materials, a significantly major task centered on selection of workshop participants. This step was crucial to the success of the entire project, inasmuch as participants were considered logical "salesmen" for the Abt curriculum and "concern objective" approach to others in their home school system throughout each of the fifty states.

While it was recognized that state level curriculum, health education directors should play a key role in the dissemination of the curriculum materials, TERC staffers considered it unwise to rely solely on state level participants since historically these individuals are too involved with other activities to intensively promote new materials after such workshops. Therefore, a mix of state level personnel, administrators, and educators from local school districts was proposed. It was intended that local personnel optimally would represent a broad spectrum of concern with developing and implementing a school-wide multi-disciplined alcohol and traffic safety curriculum.

A minimum of five hundred participants, fifty for each of ten workshops, was anticipated. In addition, persons not directly connected with public school elementary and secondary level education such as ASAP personnel, staff members of agencies directly involved in alcoholism prevention, university faculty for health and safety education, and qualified non-educators

nominated by the Governor's representative from each state were to be permitted to participate. Expenses (travel and per diem) of participants nominated in this manner however were to be covered from a source other than project funds. Upon consultation with the project contract manager, Dr. Tarrants, it was decided such "over-age" should be limited to a maximum of twenty percent.

A number of sources helped compile lists of workshop participants. Early in the project, names of individuals on the state and local level who would most profit from attending a workshop were requested by letters to directors of institutes on alcohol and drug problems and to state curriculum directors and supervisors of health/safety education. (Occasionally, directors nominated themselves.) Since names of state level educators were not available to the project staff, letters to these individuals were sent in care of the Chief State School Officer. This was generally a satisfactory if not ideal procedure, although in a few instances it resulted in considerable delay and non-receipt of letters by the intended individuals. The "request for nomination" letters engendered varied responses: less than a fifty percent response was received from letters sent to directors of thirty-nine alcohol and drug problems institutes; respondees from approximately ten states submitted nominations of state and local personnel with the majority of the nominees from the teaching field of health/safety education.

While a few local educators/school districts were recommented by state level personnel, the TERC staff primarily relied on other sources for the selection of potential local nominees. It was hypothesized that personnel from "innovative" school districts would be likely prospects, and this indeed proved to be the case. Lists of "innovative" districts were compiled from the following sources:

a. Educational Innovation in the United States (Phi Delta Kappa publication)

b. Abstracts of Exemplary Projects in Vocational Education (HEW publication)

c. Pacesetters in Innovation (HEW publication).

In addition, recommendations by staff members and consultants were taken into consideration and directors of state Title III innovative programs were contacted requesting annotated listings of "early adopter" school disctricts in their states. Response from this source was sparse, received mainly in the form of innovative project lists. For the next task which was to prepare definitive lists of school districts and state level personnel, one to three individuals (representing the widest possible spectrum of areas/responsibilities) were chosen as potential participants. State level curriculum directors were given top priority. In selecting potential participants from extensive lists of pacesetter school districts in each state preference was given to districts with projects involving individualized instruction, in-service teacher education, mental health, and curriculum reform (especially

reform at the elementary level or in such fields as biology, health/safety education and social studies). Top priority was given larger school districts and those appearing on more than one listing of innovative institutions. The rationale for the former was to cover the densest population areas first. However, a composite nomination of metropolitan, suburban, and rural districts was sought since non-metropolitan districts were not to be overlooked.

Letters requesting the nomination of two to five individuals (subsequent letters said a maximum of three) were sent to the superintendent in the districts selected. Since the Abt materials are designed K-12 to be interwoven into a variety of subject areas, it was suggested that not only health/safety education but also other disciplines be considered as follows:

Curriculum director	Health instructor
Administrator	Social or physical science instructor
Elementary teacher	Junior high social science instructor
School nurse	Safety supervisor
English instructor	Physical education instructor

Although the greatest number of nominees were administrators and physical education instructors, districts complied with this request for diversity of personnel nominated.

Over one hundred school districts were invited to nominate for the first few workshops on the assumption that no more than ten percent would respond. This proved a gross underestimation. So many qualified nominees were received from the Chicago region it was decided to hold a double workshop. Fortunately, space was no problem and additional staff and consultants were used to

accomodate the ninety-eight participants who attended. More than the established quota of nominees had to be considered for Regions VII (Kansas City), IV (Atlanta), and X (Portland). Since it was not feasible to again hold double workshops, procedures for reducing potential participants had to be devised. Since our introductory letter had stressed a team approach, if the nominee were the only applicant from a local educational agency, his name was eliminated. Further reductions were made by cutting participants per local educational agency from five to two/three. The ultimate decision on final names was left up to the local educational agency after quotas were assigned by the district staff.

District administrators who were informed that not all nominees from their districts could attend often sent added participants at the district's expense. Still, the number of nominees continued to be over the desired quota. Greater selectivity of innovative schools brought an even higher response rate as evidenced by the fifty-seven percent response to the original letters in Region X (Portland). Because of this, there was a revision of procedures initiated after the Portland workshop which made it possible for virtually all local education agency nominations to be accepted. Based on reexamination of the initial overwhelming response to the alcohol sessions, it was determined that only sixty letters were needed to obtain a desired forty/forty-five local participants. This matter of an over-quota was indeed a problem at certain workshops; however, the number of applicants rejected nationwide was minimal.

Driver education specialists were among the most frequently nominated but generally only one was chosen because the focus was on as many subject areas as possible. On occasion, this resulted in expressed disappointment by persons who perceived their roles as state leaders of the alcohol traffic safety effort.

In instances where a number of states were involved in one region (e.g., Region VIII, Denver; and Regions I, II, III--east coast workshops), the total number of letters was divided on a proportional basis related to the population of each state. In the Denver region, both state's population and distance from Denver were taken into consideration. The proportion of state to local representatives was greater at Denver than at most of the workshops because of the great distance involved and the generally sparse population. A higher than average number of state level personnel also attended the Region I (Manchester) workshop since the geographical area represented included all or part of nine states.

For most workshops, the rate of acceptance among nominees finally selected was almost one hundred percent. Neither blizzards (e.g., Chicago Heights, Illinois) nor other deterrants appeared to greatly affect attendance. The total number of attendees at the ten workshops was five hundred sixty-seven: forty-five states had local teachers participating; Alaska and Puerto Rico were represented, but Hawaii was not.

Somewhat different procedures were used for the selection of participants for the local pilot workshop, held in Champaign, Illinois, November 29 - 30, 1972. School officials in Champaign, Urbana, a number of smaller communities within a thirty-mile radius of Champaign, University of Illinois personnel in health/safety education, and directors of alcoholism prevention agencies in the Champaign area were contacted by telephone and mail. Response from the Champaign, Urbana public schools, the University, and the agencies was excellent. The number of participants from outlying towns was disappointingly small because of a cancellation of a previously scheduled workshop necessitated by the Government Printing Office delay.

Finalizing Workshop Details

Upon finalization of the nominee list, an invitation packet containing a letter of invitation detailing motel accomodations and travel/per diem allowances, a one-page abstract of the Abt curricular materials, program format, and registration blank, R. S. V. P. to the TERC Midwest office, was sent to each participant.

The TERC project staff arranged for housing and meeting facilities, meals, billing procedures, and equipment, and made efforts to locate adequate dining and conference facilities in each geographical area where a workshop was held. Meeting rooms were necessary to accomodate both large and small group activities. Arrangements were made for at lease one "esprit de corps" type group meal, typically luncheon the first day. At several of the workshops, a second group luncheon was also held. The myriad of

details involved in this task were the responsibility of Co-Director Dona Tiryiakioglu.

A vital requirement for each workshop was the availability of curricular materials at the time of the opening session. The printed materials were sent directly from Washington, D. C., to each workshop site. Delivery to each location was made possible by the persistent efforts of the Assistant Contract Technical Manager Fred Fravel.

CHAPTER III

CONDUCTING WORKSHOPS

At the eleven workshops conducted by TERC, five hundred eighty-seven participants from forty-nine states and Puerto Rico were introduced to curriculum materials prepared for NHTSA. Local educators representing various grade levels and disciplines such as English, social studies, health, and others numbered four hundred twenty-four (72.3% of the total number of participants). Seventy-six participants (12.9%) represented state-level departments of education. mental or public health, and others. Representatives of Alcohol Safety Action Projects, another NHTSA Alcohol Countermeasures program, totaled thirty-eight (6.5%). Other alcohol-related agencies were invited and comprised 3.4% of the total enrollment with their twenty participants. Personnel from the offices of Governor's Representatives and/or Highway Safety coordinators were also invited and twenty-two attended (3.7%). The other seven participants which constituted only 1.2% of the total enrollment were from local police or sheriff's departments.

Teaching fields represented at the workshop included driver, health, physical, and safety education; mathematics, general and physical science; human ecology, social studies, psychology, english, language; and industrial arts. Department

chairmen in attendance included specialists in science, social studies, driver, health, physical, and safety education. Educational support personnel of local school systems included principals/assistant pricipals, guidance and counseling personnel (e.g., guidance directors, counselors, deans), school nurses, and other health related specialists at all three instruction levels--elementary, junior high, and secondary.

District and multi-district administrative and educational support personnel included superintendents/assistant superintendents, consultants, and curriculum specialists in drug/alcohol, health, physical, and safety education; adult and career education; vocational and extended education; the Bureau of Indian Affairs; and a project director for a cooperative educational services board.

Vocational-technical institute and university level personnel in attendance included instructors and professors of health occupations and adult traffic safety and driver training, and elementary, health, and safety education.

State level personnel included specialists in curriculum design, drug/alcohol, health, and safety education; a language arts coordinator, a psychologist, and a pupil personnel director; ASAP, Alcohol Countermeasures Project, and National Institute on Alcoholism administrators, plus representatives of a Rehabilitation Center for Alcoholics and Governor's Safety offices.

The primary objectives for these two-day workshops were to present to public school personnel the new Abt alcohol and traffic

CLASSIFICATION OF PARTICIPANTS BY STATES (Part I)

STATES	Local Educators	State-Level Personnel	ASAP Personnel	Alcohol-Related Agency Personnel	Governor's Reps/ Highway Safety Coordinators	Enforcement Personnel	TOTAL
Alabama	7	1	0	0	1	0	9
Alaska	0	1	0	0	2	0	3
Arizona	0	2	1	0	1	0	4
Arkansas	10	0	1	0	0	0	11
California	24	2	3	0	1	0	30
Colorado	5	0	1	0	0	0	6
Connecticut	2	2	0	0	0	0	4
Delaware	5	3	1	0	0	0	9
Dist. of Columbia	3	1	0	1	1	0	6
Florida	7	1	1	0	1	0	10
Georgia	14	1	1	0	0	1	17
Hawaii	0	0	0	0	0	0	0
Idaho	8	2	2	0	1	0	13
Illinois	47	2	1	3	0	0	53
Indiana	15	1	1	0	0	0	17
Iowa	10	1	1	1	0	0	13
Kansas	14	1	1	0	3	0	19
Kentucky	4	2	0	0	0	0	6
Louisiana	9	2	1	0	0	0	12
Maine	3	1	1	0	1	0	6
Maryland	7	5	2	0	1	0	15
Massachusetts	6	2	1	1	0	0	10
Michigan	12	1	3	5	0	2	23
Minnesota	3	2	0	0	0	0	5
Mississippi	3	1	0	0	1	0	5
Missouri	18	2	0	1	0	0	21
Montana	2	1	0	0	0	0	3
Nebraska	10	2	1	0	1	0	14
Nevada	0	1	0	0	1	0	2
New Hampshire	0	2	2	0	1	0	5

CLASSIFICATION OF PARTICIPANTS BY STATES (Part II)

STATES	Local Educators	State-Level Personnel	ASAP Personnel	Alcohol-Related Agency Personnel	Governor's Reps/ Highway Safety Coordinators	Enforcement Personnel	TOTAL
New Jersey	2	4	0	0	0	0	6
New Mexico	5	0	0	0	0	0	5
New York	29	3	1	1	1	1	36
North Carolina	10	1	1	1	0	0	13
North Dakota	0	2	0	0	0	0	2
Ohio	8	0	0	0	0	0	8
Oklahoma	14	2	1	0	0	0	17
Oregon	15	1	2	2	0	0	20
Pennsylvania	11	4	0	0	0	0	15
Rhode Island	9	2	0	0	0	0	11
South Carolina	4	1	1	3	1	0	10
South Dakota	3	2	0	0	1	0	6
Tennessee	1	0	0	0	1	0	2
Texas	13	1	1	1	0	0	16
Utah	3	1	0	0	0	0	4
Vermont	0	2	2	0	0	0	4
Virginia	5	0	1	0	0	1	7
Washington	25	2	1	0	1	2	31
West Virginia	3	1	0	0	0	0	4
Wisconsin	8	1	0	0	0	0	9
Wyoming	8	0	0	0	0	0	8
Puerto Rico	0	1	1	0	0	0	2
TOTALS	424	76	38	20	22	7	587

safety curriculum; to familiarize participants with a humanistic, inter-disciplinary approach to alcohol education; and to suggest that participants carry the message to their home communities. While an increase in knowledge and the dispelling of misconceptions regarding alcohol and traffic safety would presumably result from the workshop activities, the dissemination of "factual" information as such was not a primary objective. The idea of the workshops was to actively involve all participants in exploring a humanistic, student oriented approach to alcohol education based on the belief that teaching should emanate from "student concerns." This means reaching the level of understanding and concerns of the students. Values and information are then taught in relation to those concerns.

A field test of the curricular materials and program format was held in Champaign, Illinois, November 29-30, 1972. Twenty-one representatives from local school districts (health and safety education departments) and local agencies concerned with alcohol education attended. A small group of students from the Champaign, Urbana school districts attended part of the sessions.

Responsibility for coordinating and conducting the various workshop activities were shared by consultants Woodson Fishback and William Rogge, TERC staff member Claire Szoke, and project co-director Vernon Burgener. Fred Fravel, Assistant Contract Technical Manager, represented NHTSA in evaluating the field test.

The last minute illness of consultant Robert Russell necessitated curtailing orientation regarding innovative curricular

techniques/instructional aids pertinent to alcohol education in the public schools, but other sessions were conducted as planned on compressed schedules.

Champaign, Illinois
Holiday Inn, 1505 North Neil
2:00 p.m. November 29 to 3:00 p.m. November 30, 1972

Wednesday	Orientation to Materials Use of Activities Concern Objectives
Thursday	Demonstrations Student Interaction Implementation Questions and Answers Evaluation

The Abt materials and the overall program format were favorably received. Participants praised the idea of student involvement and the participatory nature of the workshop format.

Following the field test, a comprehensive evaluation of the program format was conducted by the TERC project staff to ascertain changes for the ten regional workshops. A post-inventory instrument to elicit categorical and open-ended responses to format and materials was designed by consultant Woodson Fishback. Participants completed the questionnaire prior to the conclusion of the workshop. In addition, an in-depth critique of the workshop was received from three attendants. As a result of feedback from the participants and the Assistant Contract Technical Manager, program format changes were initiated. These included a brief presentation

by NHTSA regional personnel of the role of their organization in conducting alcohol and traffic safety countermeasure programs, a combining of some activities, and a "formulation of plans to assert leadership" which ended the workshop on a stimulating, positive note the second day. The pre-and-post inventory instruments were also modified and reduced in size.

The program format then remained the same for all ten regional workshops with the exception of different styles of consultants responsible for various program components. A few revisions following the first regional workshop held at Chicago Heights proved to be successful. An evening session breathalyzer demonstration and informal review of films was added and one or two procedures for some of the other sessions were adjusted. The standard program format for the last nine workshops follows.

ALCOHOL AND TRAFFIC SAFETY WORKSHOP

PROGRAM FORMAT

First Day

9:00 - 9:30 a.m.	Welcome (Regional Administrator, NHTSA) NHTSA's Alcohol Countermeasure Programs
9:30 - 10:00	Pre-Inventory
10:00 - 11:00	Presentation of Instructional Aids (active participation)
11:00 - 11:20	Break
11:20 - 12:15 p.m.	Presentation of Abt Materials
12:15 - 1:30	LUNCH
1:30 - 2:30	Trigger Films and Discussion (with students)
2:30 - 3:00	Understanding Concern Objectives (programmed instruction method)
3:00 - 3:45	Ordering of Concern Objectives and Selecting Activities to Implement Objectives Chosen (with students)
3:45 - 4:00	Break
4:00 - 5:30	Planning for Representative Core Activities
7:30 - 8:30	Breathalyzer Demonstration and Discussion of Implied Consent Laws
8:30 - 9:00	Informal Review of Films/Filmstrips

Second Day

8:30 - 10:15 a.m.	Presentation of Representative Core Activities
10:15 - 10:30	Break
10:30 - 11:30	Continuation of Presentations
11:30 - 12:00 noon	Post-Inventory
12:00 - 1:15 p.m.	LUNCH
1:15 - 2:00	Question and Answer Period
2:00 - 3:00	Formulation of Plans to Assert Leadership (role play plans for implementation)
3:00 -	Closing Activities

Opening activities included introductions, a brief presentation of NHTSA's alcohol countermeasure programs by a regional NHTSA official, a pre-inventory to evaluate participants' knowledge and attitudes regarding alcohol and traffic safety* and a session to orient attendants to the scope of alcohol and traffic safety education through the use of a variety of curricular techniques/instructional aids. As structured by consultants Robert Russell and Jerome Witherill, this session demonstrated a variety of films, visual transparencies, songs, passages from literature, self-tests, and role playing activities to promote attitudinal and factual awareness of alcohol and traffic safety. Consultants emphasized that workshop participants (and by implication, students in a classroom) could be active partners in the learning process.

To acquaint participants with the Abt materials, a "walk-through" of the manuals and accompaning activity sheets was conducted. Volume I (Teacher's Guide) includes information on the concern-centered approach to instruction, the curriculum development process, a sample curriculum outline, problem-solving, resource material descriptions, content materials, and cross-referencing information. Volume II (Teacher's Activities Guide) includes self-contained activities with one or more objectives for varying numbers of class periods. There are one hundred eight activities divided

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*A quick survey of these instruments indicated that participants were highly informed. No further analysis of the pre-inventories was pursued. Participants' questions regarding specific items on the questionnaire were answered by topic leaders later in the day.

into five broad categories at the elementary level; two hundred thirty-six activities in seven categories at the junior high level; and two hundred forty-three activities in seven categories at the senior high level. In this explanatory session, the organizational structure of the materials was delineated and suggestions were offered for using materials at all grade levels (K-12) on an interdisciplinary basis (e.g., in English, science, and social studies classes as well as in health or driver education). Sections especially relevant to the topic of alcohol and traffic safety were singled out of the wealth of materials included in the curriculum.

A primary objective of the workshop was to acquaint participants with the concern objective approach and to engage students and adults in cross-generational interaction. For this purpose, the Wisconsin ASAP "trigger films" (short, open-ended discussion films designed to provoke a stimulating exploration of the role of alcohol in society and how individuals can approach the problems of drinking and driving) were used to stimulate discussion between a volunteer group of workshop participants and eight to ten high school students recruited from a local district. A variety of activities including discussion, sociodrama, and role reversal techniques were used by the topic leader to probe the depth and form of both student and adult concerns.

Participants in small groups planned a mini-lesson demonstration to acquaint attendents with the wide scope of the curricular materials and still other ways in which they might be used. Elementary, junior high, senior high, and administrators always met as

separate groups. If the number of participants warranted, groups were replicated to hold group size to approximately ten persons. Participants who did not automatically fall into one of the four categories joined whatever group they felt most pertinent to their own activities and interests. Each group (with the exception of administrators) prepared a lesson using the curriculum materials verbatim or as resource. TERC staff and consultants were assigned to assist. Each group presented a mini-lesson during the morning of the second day. The following methods (appropriate for a variety of academic subjects) were among those demonstrated: discussion, role playing, scientific experiment, utilization of outside resource speakers, independent study, debunking of common myths about alcohol, creation of an original film, pictorial representation of "what alcohol means to me," and modification of a popular TV panel show; e.g., "To Tell the Truth--I am an Alcoholic." TERC consultants and staff critiqued the presentations from the standpoint of teaching methodology and substantive content. A majority of participants expressed approval of this activity, although a few complained of the repetition of some of the lessons especially when as many as six presentations were scheduled.

School administrators and state level personnel were assigned to a separate group. At the Chicago Heights workshop these individuals were incorporated into one of the grade level groupings. This procedure was subsequently changed when a number of the administrators pointed out the incongruence of this activity

to their actual educational role. It was determined that the group(s) of administrators should prepare a "Formulation of Plans to Assert Leadership" delineating ways the curriculum material might best be implemented in a local setting. Scenarios developed by the administrative group included a lively presentation of obstacles to program implementation when board members, teacher group representatives, and certain civic leaders and parents all had objections to introducing or expanding alcohol education in the public schools. The group of administrators gave their presentation before the entire workshop the second day. Although sometimes prosaic, these presentations on "Plans to Assert Leadership" seemed to influence the stated intentions of participants in ways to use the materials when they returned home. Each person's intention was summarized and is included in the Appendix.

The remainder of the evening was devoted to an informal review session. Films/filmstrips were shown and a discussion held as to their suitability for public school education at various grade levels. The audio-visuals presented included "Drinkin' and Drivin';" "Sure, Mac, Sure;" "How Much is Too Much?;" and "A New Look at the Old Sauce."

A final review of the workshop in the form of an open-ended question and answer session preceded the post-inventory and closing activities. The post-inventory instrument served as an evaluative questionnaire regarding the workshop and as a means of recording participants' plans for future leadership in the field of alcohol

and traffic safety education. Most participants completed this questionnaire and a detailed post-inventory summary is included as a part of this report. Participants were told that they would be contacted later to evaluate usage of the curriculum materials. The summary of that follow-up has also been included as a part of this report. A letter of thanks was sent to all participants in March, 1973. Included was ordering information for additional sets of the curriculum materials and a participant address list for every workshop. Copies of the March letter and participant address lists are included in the appendix to this report.

A breathalyzer demonstration conducted by one or more police officers was scheduled for an evening session. Arrangements for these demonstrations were arranged by NHTSA administrators in each region. Actual demonstrations of the equipment were included at seven workshops. At Baltimore, a video-tape presentation was utilized and at Chicago Heights and Portland the session consisted of a discussion of implied consent laws since breathalizer equipment was not available. At Kansas City an informative--and humorous--sociodrama of the steps involved in booking an individual on a drinking-driving offense supplemented, and considerably enhanced, the demonstration of the equipment itself. The various demonstrations were viewed as interesting and informative by many participants but were not always rated as a necessary, significant part of the instructional program. It was surprising that many teachers had no familiarity with the breathalyzer equipment or its use.

A flexible schedule of staff/consultant responsibilities for the various program components was required since no one consultant was able to attend all ten workshops. Specific responsibilities for most of the workshops were as follows:

Orientation to the humanistic approach for alcohol education
(Jerome Witherill/Robert Russell)

Presentation of Volumes I and II of the Abt materials
(Woodson Fishback/Claire Szoke/Jerome Witherill)

Discussion of trigger films and understanding concern Objectives
(William Rogge/Vernon Burgener/Robert Russell/ Jerome Witherill)

Review of films/filmstrips
(Robert Russell/Jerome Witherill)

Formulation of plans to assert leadership
(William Rogge/Woodson Fishback)

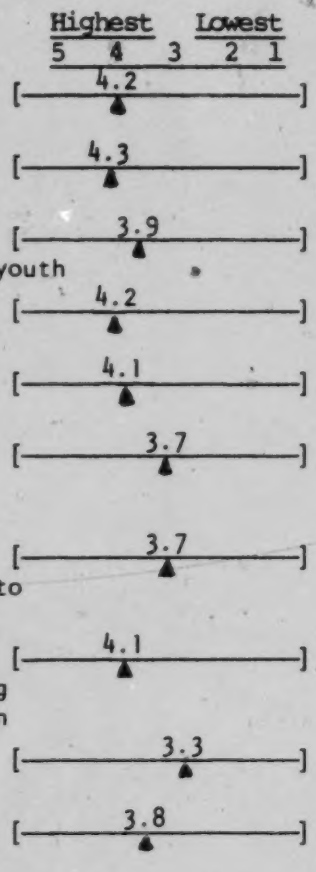
Question and answer review
(Robert Russell/Jerome Witherill)

All consultants helped in the planning and critiquing of the demonstration mini-lessons. Dr. Fishback was primarily responsible for planning the implementation scenarios with the administrators. Consultants William Richards and Shirley Bergofsky were topic leaders for a number of the above activities.

Post-Inventory Analysis

The post-inventory which was administered to all of the workshop participants was structured as an evaluative device and also to encourage each person to make an active commitment in his home school following the introduction to the materials. Eighty-seven percent of the post-inventories were completed. In section A, responses were summarized to give an average rating based on a maximum of 5.0. Section B responses are totaled by numbers and reference is made to common and pertinent specific responses. The results of the post-inventory analysis (from the ten regional workshops)* are as follows:

SECTION A


Highest
Lowest
5 4 3 2 1
. Provided information, data, understandings about alcohol and safety education
4.2
. Involved me as an active participant during the workshop
4.3
. Interpreted curriculum materials and explained their potential use with children & youth
3.9
. Used a variety of teaching methods and materials
4.2
. Demonstrated how students can be involved in exploring "concern" objectives
4.1
. Explained terminology such as breathalyzer test, "concern" objectives, and implied consent law
3.7
. Developed clearly the idea of a core activity & gave me a feeling of knowing how to proceed in developing core activities
3.7
. Stimulated me and increased my confidence in providing teaching leadership &/or organizing other workshops on alcohol & safety education
4.1
. Learned to prepare a well organized lesson plan
3.3
. Learned to use and disseminate information about the Abt curriculum materials
3.8

Post-inventories from the field-test in Champaign are not included in this analysis since a shorter workshop time span and different program format would make the results statistically incomparable to those of the regional workshops. An analysis of the Champaign post-inventories was used to give the staff information for restructuring the regional workshops.

SECTION B: (Unless otherwise indicated, each participant was requested to check one or more of the phrases.)

1. The Abt curriculum manuals (guides including activities) are:

381	well organized
370	complete and helpful
234	timely in terms of content
29	too detailed
9	restrictive

A majority of 125 responses to an open-ended request for reactions were favorable. Commendatory descriptions included *"impressive and valuable;" "innovative;" "a tremendous guide;"* and *"a great 'workable' handbook--it is there to open for immediate use."*

Twenty-five individuals specifically mentioned the excellent format and content of the curricular materials, stating they would serve as a timely and most complete resource curriculum of exceptional quality for the classroom teacher.

Three educators indicated that the materials would be an excellent model for further curriculum development in other areas.

Thirteen respondents cited the variety and wide applicability of the materials. Specific comments in this category included:

- *materials provide many more core activities than can be integrated into our present curriculum*
- *much more material than one can use but this gives the user a chance to be selective in his presentation*
- *the variety is great--if a person cannot find something useful he isn't trying very hard*
- *materials included in manuals can be geared to relevant situations in different circumstances in schools and communities*
- *includes appropriate materials for the various grade levels*

- *appropriate approach with all children*
- *curriculum appropriate to current social needs*
- *contains many very useful ideas in actual classroom instruction*

Not all reactions were completely positive, however. Eight individuals stated they needed more time to study the materials before they could objectively critique them. The voluminous and occasionally redundant nature of the curriculum materials were frequently mentioned. This attitude is perhaps typified by the following statement, "*Great resource materials--but a hell of a lot to plow through.*" While the massive amount of materials was seen as potentially intimidating to the classroom teacher ("*a shorter usable curriculum would be far more helpful*"), one respondent added that supervisors, on the other hand, would consider the materials excellent.

Ten specific reservations were voiced concerning the reaction of the "typical" classroom teacher to the materials in their present form:

- *without adequate explanation initial judgment could be negative*
- *too complicated for mass digestion*
- *terminology a bit over the heads of some teachers*
- *somewhat confusing unless more time is given to understanding the total organization of the project*
- *excellent materials but there needs to be more input into how to use them on specific grade levels*
- *should include guidelines for mini-courses*
- *may need to be reworked for individual study--perhaps work cards to go with the main guide*
- *should be more specific as to lesson plans for each grade level*
- *cumbersome--will need to be "sold to many potential users"*
- *takes some searching to discover how it might best be used*

Two respondents indicated that teacher workshops prior to implementation of the materials would be necessary to overcome possible negative reactions to the volume and complexity of the curriculum.

Five other reservations related to the appropriateness of the materials:

- *perhaps too humanistic in approach for most teachers*
- *too narrow in today's world of mood changers*
- *chances for implementation in inner-city schools doesn't seem very good*
- *may well be too liberal for some conservative schools and communities*
- *materials represent a great deal of work but will be difficult to use in our schools today*

Eleven respondents cited printing flaws (e.g., "*improper indexing; incorrect pagination; waste incurred by not printing Volume I on both sides of the paper*").

Also mentioned were, "*The probable high cost of the materials in their present form;*" "*the 'one-sidedness' of the Abt approach;*" "*disagreement with the elementary approach presented in the materials;*" "*the absence of a useful underlying theme;*" and, "*an over-emphasis on group organization and teaching methods.*"

2. The Breathalyzer Test was:

211	clearly demonstrated
190	a very helpful demonstration
38	given high priority for inclusion in training sessions with youth
33	too short a demonstration with insufficient opportunity for questions to be asked
132	no response. Due to time limitations the demonstration was curtailed at Chicago Heights. Participants at that workshop were excused from completing this item of the post-inventory. Thirty-three others did not answer this item, probably because they did not attend the evening session.

A considerable number of respondents at the Portland and Baltimore workshops (where equipment was not available) expressed regret at not having had the opportunity to observe an actual demonstration.

Respondents at four different workshops specifically commended the state patrol officers giving the demonstration. Other positive reactions included the following:

- *thought it most informative, as I was confused on degrees of intoxication*
- *explanation of the law and its effect on the individual was helpful*
- *discussion given clarified its use in alcohol education*
- *meaningful, especially to senior high students*
- *helped clear up a few questions and one or two misconceptions*

All of the ninety-nine reactions to the demonstrations were not positive. Comments on the demonstration included:

- *officer could not clearly explain*
- *demonstration poorly executed and not very helpful*
- *demonstrator was not equipped with enough technical data for such a complex machine*
- *too technical*
- *more time should have been spent on operation of the instrument*
- *should have been demonstrated with a person who had consumed alcohol*
- *did not demonstrate correlation between actual intake of alcohol and blood alcohol level*
- *video tape was good but did not give complete information about breathalizer test and how it could be used in educational programs*
- *don't believe school personnel can give the breathalizer test*
- *waste of time--there seems to be a completely different philosophy of education by the department of transportation types; they are still using the legal-medical approach.*

3. With reference to my future leadership in local and/or state and national positions regarding alcohol and safety education:

355 I feel much better informed than previously

288 my confidence in asserting positive leadership has been greatly increased

68 the training sessions have been "long" on imparting knowledge but "short" on clear action alternatives once I return home

135 persons responded that they had reservations about what they could do in their present position.

The doubts fell into seven main categories:

- Time factor--difficulty of integrating unit(s) on alcohol education into an already overcrowded curriculum
- Lack of funds to purchase Abt curriculum materials and/or to finance needed in-service teacher training
- Difficulty in convincing others to accept and incorporate the Abt materials/concern objective aproach into the present curriculum (e.g., reluctance to innovate on the part of local school officials, apathy/resistance to alcohol education expressed by teachers, administrators, board of education, and public)
- Lack of authority on part of respondent to implement curricular changes
- Lack of knowledge needed to present curricular materials accurately
- Doubt as to how materials can best be integrated into existing curriculum (*"exactly where does the material fit?"*)
- Lack of time needed by respondent and/or other educators to implement new approach to alcohol education

In addition, three respondents expressed specific reservations as to whether teachers in their district would willingly accept a non-traditional approach to alcohol education. As one of them stated, *"My teachers are textbook teachers; we've had five-day workshops on humanizing education and I still do not get much from them besides authoritarianism."*

Other reservations included the following:

- *materials too liberal with the drink and drive approach*
- *getting around conservative vs. radical attitudes*
- *relevancy to today's youth--will never reach kids (two responses)*
- *bridging the understanding gap between police and many youths*
- *extent it can be used in elementary school (two responses)*
- *short supply of alcohol and traffic safety education personnel at state level*
- *need outside specialist to introduce program to teachers within our system*

Eighty-one persons were willing to express other reactions. More than thirty respondents indicated that the workshop had indeed stimulated their ability and confidence in the field of alcohol education.

Representative reactions included:

- *many good ideas furnished me--have been given free opportunity to share ideas with others*
- *I've been stimulated to "dig in" and make curriculum modifications (from an assistant superintendent in charge of secondary curriculum)*
- *provided many ideas for in-service training of teachers and for community extension-type courses at young adult level*
- *alcohol education, especially at the elementary level, is an area that has been difficult for us to develop--we will now have a teacher workshop utilizing these materials and experiences (from a district coordinator of health science and drug education)*
- *workshop came at a perfect time for me--now know how to proceed toward initiating new programs*
- *gave me a better understanding as to levels and approaches to educators*
- *I couldn't imagine before I came how to include alcohol education in the elementary level; now I believe that I have direction for that*

- *I learned how different techniques are used successfully to enhance a class; e.g., role playing, discussion, sociodrama*
- *I feel better prepared; but even more important, I know others are also informed and concerned--this will help for support and confidence*
- *I feel much better equipped to make presentations to School Boards and Departments of Education with good empirical data.*

Among the less positive reactions were the following:

- *As an 'abstainer' I felt that this 20% of the population was not given that much consideration as one alternative and I feel that the percentage of students who are in this category might feel the same*
- *action alternatives for implementation were never made apparent*
- *not enough insight and discussion regarding new enlightment and where others may be at and how to deal with their needs in trying to "sell" concept*
- *ideas and demonstrations were presented to persons who are already concerned about alcohol and traffic safety and thus met with a predictable positive response*
- *many students are much more resistant and thus more stress should have been given to how this resistance might be overcome.*

4. My personal attitudes with reference to alcohol and safety education in elementary and secondary schools

277 have been confirmed and/or positively reinforced

268 have shifted in a more positive direction with some deeper commitment to assert my influence than in the past

63 have changed little as a result of these training sessions

Only thirty-five persons wrote open-ended reactions to this statement.

Two respondents mentioned the necessity of including value clarification techniques in an alcohol education program and another said, *"My direction has shifted from emphasis on content material to concern objectives."*

Three respondents cited the importance of beginning alcohol education in the early elementary school years.

Other comments included the following:

- *the workshop materials deal with a most important problem which should definitely be made a part of the curriculum of every school*
- *alcohol education should not be on a "crash" program basis; it should be presented at appropriate levels so students don't tune out*
- *most encouraging to see elementary, junior high, and secondary teachers exposed*
- *gratifying to know that much is being done in this field*
- *in the past, I have passed over 'lightly' the alcohol section because of parental pressures*
- *as one in the alcoholism field, I feel that for other educators follow-up activities are essential*
- *I am in the process of looking at alcohol use more positively*
- *I feel we may be over-emphasizing the drinking problem at the expense of defensive driving techniques and evasive maneuvers which drivers need in the real driving world*

5. The audio/visuals (films, etc.) used were:

   242 stimulating and improved my understanding of the issues and/or problems central to alcohol and safety education

   241 extremely helpful

   24 vague in content and inappropriate for use with high school youth

   13 too repetitious of content covered in lectures, discussions, and related activities

6. In comparison with other workshops or training experiences in which I have participated during the last three years, I am giving this workshop an over-all rating of (check one of the three items below):

   243 well above the average in stimulation and learning results

   106 excellent (outstanding and rewarding)

   97 about the same (average learning experiences in terms of motivation and quality of presentations

18 below the average in stimulation and learning results

8 weak (lack the dynamics of a truly worthwhile workshop)

21 no response

On a point scale of 1 to 5, the average is 3.9.

An especially significant section of the post-inventory instrument consisted of the following open-ended item: "Briefly describe what you plan to do when you return to your home base to help promote and/or organize educational projects and programs focused on alcohol and safety education and using the Abt curriculum materials." A compilation and listing of the participants' responses is included in the Appendix.

CHAPTER IV

FOLLOW-UP METHODOLOGY

A follow-up inventory format was developed to determine the degree of curriculum material usage; the reactions to the quality and usefulness of Abt and supplemental materials; the effect of the workshop on alcohol and safety programs in local educational agencies; the number of administrators and teachers exposed to the material or supplemental information; the use of the "student concern" approach; the numbers of additional copies of curriculum materials needed or ordered; and the reasons for achievement or non-achievement of goals established by workshop participants.

The follow-up inventory was mailed to each participant in November, 1973. A reminder was sent early in January, 1974, to all those who had not yet responded. As of February 11, two hundred sixty-seven participants had been contacted. During the week of February 18 - 22, a telephone interview highlighting key items of the follow-up inventory was conducted of an additional twenty-six workshop participants. A majority of those contacted were school administrators or state level personnel.

Case studies were made at one or more locations in each region. As intended, the case studies revealed schools or other institutions within each region putting the Abt curriculum to work, sometimes through creative plans, often in mini-courses; occasionally though ASAP, frequently through boards of education; once through a lone geography teacher who had not been invited to the workshops.

The approach to the studies was to scan the roster of names at the regional workshop, selecting someone in the State Department of Education (usually drug or alcohol program), someone in ASAP, or a principal or department head of several local schools to determine what use if any had been put to the suggestion at the workshop to take the materials "home."

If no other lead proved worthwhile, the office of the Governor's Highway Representative was contacted although such an office usually emitted less information of school alcohol programs than might be desired for such a report.

After contact had been made, the follow-up consultant drove to the school or educational department and requested a definition of the project, steps in its development, resources, and future as they perceived it. The caller obtained samples of materials actually modified for use.

In Rapid City, South Dakota, the cost of the curriculum materials prompted the superintendent to devise a method of xeroxing selected sheets for a loose-leaf notebook to be given to local participants in a workshop he was setting up to run within the state. In Missouri, a lack of materials impeded distribution of

promised copies to all high schools in a large given area. Indianapolis, Indiana had to cancel participation in a local workshop because materials had not arrived.

Without question, the Abt materials were judged superior, negative comment being confined to the unavailability of curriculum sets and/or reference materials alluded to in the bibliography.

Within every state a need was expressed to know what other state departments of education, drug directors, ASAP personnel, and school principals were doing to disseminate the alcohol curriculum. One teacher in Casper, Wyoming, convinced of the value of the set of materials, took the entire curricula with him when he accepted a better job in another state. Several state departments of education had developed extensive plans for further use of the curriculum, which have yet to be carried out.

In several states, the interviewer was able to comment on the use of the curriculum in letters to decision makers. The thought was expressed that such letters might become a small but important lever for release of state funds for further alcohol and traffic safety workshops. Such further workshops were deemed important everywhere the follow-up consultant went.

The case studies for the ten regions follow a similar pattern of project definition and development, resources, and future plans. Project reports were cut to a minimum; although additional detail in every case was secured and in many instances

ancillary materials developed locally were obtained by the TERC interviewer and included in the expanded report.

Several visits were also made to key state personnel by Marguerite Reiss, Field Researcher for TERC.

Initial visits to key state personnel were made in South Dakota followed by personal contacts in Wyoming, Colorado, and later in Connecticut and New Jersey. In almost all states, ASAP personnel reacted immediately with knowledge of any follow-up programs being conducted as a result of the workshops. State people were sometimes unavailable even by telephone. Fifteen or twenty phone calls in the New England area brought no positive information inasmuch as on the day of the calls, potential informants were attending an alcohol conference in Warrensburg, Missouri.

Without exception, state people expressed a hindrance in not knowing what was going on as a follow-up even within their own state and a strong desire to learn what was happening in neighboring areas. On the basis of traveling from one state to another, the interviewer became a ready source of information of what ASAP or the State Board or local schools were doing to implement the program in other states and through what funds.

The geography teacher's three-week project in Riverton, Wyoming, so interested state officials that xeroxed copies of her report were handed out. Kelvin Clayton of the Governor's office in Cheyenne was sufficiently moved by the researcher's

reviews of the Riverton and Laramie projects that he initiated plans for a summer alcohol training session to pay a stipend and offer credit to attending teachers at the University of Wyoming in Laramie. One state official expressed concern that no feedback came from many names he handed out during the year to workshop organizers and he was without knowledge of printed materials brought back into his state, where and if they were disbursed, and even what content they held. He said, however, he was asked continually to provide additional names for this or that scheduled workshop, seminar, or conference.

In one highway department in particular, a great void of communication existed with people at the "bottom" (out on the road) and those at the "top" (in planning and funding) unaware of the week-by-week details of each other's operations.

Most critical seemed to be this need for cross-information both within a state and within neighboring states in a region. Little concern was expressed in the West for programs being conducted along the Atlantic seaboard but a great deal of need was voiced to know what adjoining states were doing.

As the weeks went by and the visits multiplied, a strong insistent need surfaced for some kind of mechanism, newsletter, newspaper, scan sheet, or fact page to be distributed within NHTSA regions to neighboring states spotlighting and crossthreading developed programs and plans in the making, certainly within each state, hopefully within some departments, and most critically across the desks of decision makers in neighboring states.

CHAPTER V

FOLLOW-UP INVENTORY ANALYSIS

The need existed to determine what results the institutes had on the participants.

. Had the participants assumed any curriculum responsibility in alcohol and safety education since the workshops?

. In their opinion, what action or aid would further promote alcohol education?

. Were additional copies of Abt curriculum needed?

. How many teachers and administrators had been reached?

. Had the concern of the general public toward alcohol and safety education increased?

. Were future workshops to disseminate information desirable?

To answer these questions, and in the interest of future planning and potential modification of Abt materials, a follow-up inventory analysis was conducted. Variables measured included the changing responsibility of the participant after returning to normal duties; effect of the workshop toward increased awareness regarding alcohol and traffic safety; need for and plans for using Abt materials; increased emphasis on alcohol and traffic safety within

the environ of the participant's occupation and/or interests; and lastly, the degree of implementation and results.

A detailed questionnaire was used as the measuring instrument. It was mailed to each of the five hundred eighty-seven participants. An initial response of 45.5% was received (N=587; n=267). Since at least a 50% return was deemed desirable, postcards were sent to those not responding and twenty-six telephone calls were made. Ultimately, computations were figured on a 56.5% return (333 responses), with a few additional questionnaires still being received at the time of the write-up, but not included in the results.

More than half of the respondents reported having assumed curriculum responsibility in alcohol and traffic safety after returning from the workshop (yes=176; no=124).* Twelve schools in Herkimer County BOCES, New York, are currently using the program's materials; a professor of safety education at the University of Illinois reported having integrated them into professional safety courses; and a packet reflecting the Abt approach is to be passed out at a state-wide Driver Education Workshop for Instructors to be held March 21-22-23 in Oklahoma City, Oklahoma. Several reported having had responsibility predating the workshop but no additional responsibility since having returned.

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*By design, representative proportions of state and district professionals were invited to the workshops. This is reflected in the heavy portion of "no" responses and blank responses to this question and similar ones which apply more or less directly to classroom activity.

TABLE I

"Indicate the effect the following items would have on your ability to improve alcohol and traffic safety programs:"

*Includes not applicable	*Priority High	Low	No Response*
o Additional resources (Audio-Visuals, supplemental reading materials, research reports, etc.)	187	62	84
o more cooperation and support from the administration with whom I work	82	85	161
o more assistance and follow-up from the State Department of Education personnel	82	90	161
o closer working relationships with related agencies	128	82	123
o a more positive pattern of support from local boards of education	99	79	155
o further in-service training to gain more knowledge and confidence in teaching and/or developing programs about alcohol and traffic safety education	164	72	97

TABLE II

"Has there been a noticeable increase in the emphasis on alcohol and safety education in your school system, state, or community?"

*Includes not applicable	Yes	No	No Response*	Total
o Atlanta	13	18	7	38
o Baltimore	18	11	10	39
o Binghampton	15	11	0	26
o Champaign	3	5	3	11
o Chicago Heights	22	17	16	55
o Denver	10	9	3	22
o Kansas City	16	17	0	33
o Manchester	14	6	2	22
o Portland	14	20	2	36
o Sacramento	11	4	3	18
o Shreveport	19	9	5	33
Total	155	127	51	333

TABLE III

"Indicate the level of your leadership and effort to strengthen alcohol and safety education in relation to the following items:"

n=333	Reported Effort		
	Much	Some	Total
o Presented Abt materials to curriculum committees	54	135	189
o Extended discussions of resources and plans with school administrators & teachers	45	151	196
o Focused on intensive use of Abt materials with students in my classes	55	68	123
o Disseminated information about Abt materials to civic leaders and had follow-up contacts	16	59	75
o Planned and conducted one or more special in-service activity (activities)	28	61	89
o Developed a mini-course based on Abt materials	30	42	72
o Integrated Abt materials into existing alcohol and safety education	92	112	204
o Introduced new "methods" or "approaches" of instruction to others in my school system or under my supervision	48	93	141
o Promoted the use of Abt materials on a system-wide basis (primary level through senior high level)	32	77	109
o Revised existing curriculum on alcohol and safety education	47	81	128

TABLE IV

"Of the nine characteristics listed below, check the three characteristics which most accurately describe the nature of the alcohol and safety education program in your school system, state, or community at the present time."

n=333

	Total Reporting
o Traditional in most respects	160
o Dynamic with much emphasis on the "concern objectives" of students	20
o Experimental in design	47
o Creative with unusual involvement of students	15
o Clearly based on the interdisciplinary approach	44
o Too little assumption of responsibility except by teachers of driver, safety, health and/or physical education	142
o Intensive use of Abt curriculum materials	12
o Limited use of Abt curriculum materials	116
o Fairly well balanced use of Abt curriculum materials along with other printed resources	39

TABLE V

"Have you detected an increase in concern and communication between local school personnel on problems and issues of alcohol and safety education during the past year? To what extent (check one)?"

*Includes not applicable	Noticeable		Limited; almost unobservable	No Response*
	Very	Fairly		
o Atlanta	2	10	13	13
o Baltimore	1	14	9	15
o Binghampton	5	9	10	2
o Champaign	2	2	3	4
o Chicago Heights	3	10	20	22
o Denver	3	6	8	5
o Kansas City	2	14	15	2
o Manchester	1	9	11	1
o Portland	4	12	18	2
o Sacramento	4	6	4	4
o Shreveport	7	3	17	6
Total	34	95	128	76

The respondents were asked to suggest what action or aid would promote the educational program. They were given certain options and an opportunity to add their own. The highest priority rating fell to additional resources such as audio-visuals, supplemental readings and reports, followed closely by further in-service training similar to their own workshop experience. Nearly half of those responding felt closer relationships with related agencies was desirable, while they were almost equally divided in opinion between high and low priority ranking toward the three remaining choices: "more cooperation and support from the administrators with whom I work;" "more assistance and follow-up from the State Department of Education personnel;" and "a more positive pattern of support from local boards of education" (Table I, page 50).

The miscellaneous remarks were mostly of the nature that the respondents either planned to present the Abt curriculum materials to division heads or had already done so. The following serves to exemplify:

> *"When I returned from the workshop, I immediately assigned members of my staff to develop an application for federal funding in alcohol education. The majority of the source material for the project was obtained from the meeting in Atlanta. The project is now under consideration in Atlanta and has possibilities of funding, if not this year, then perhaps next year."*

Sixty-eight respondents expressed plans to order additional supplies of Abt materials. Comments from the negative responses included already using supplies obtained from the initial workshop and not applicable because they were a state agency. Some objected

to the layout of the materials--they felt the manuals are good for compiling information but need to be revised into more selective segments for ease of referral and utilization by teachers. The recurring complaint of difficult delivery of materials from GPO was also mentioned by those who had marked "no" in the sense of ordering additional supplies, since they were awaiting those already ordered. A lack of funds was mentioned for not ordering, while a few qualified their negative response by suggesting the timing was not right for the introduction of Abt materials into their district or grade level.

"It's beginning to move," commented a consultant for Driver and Safety Education from the state of Connecticut. Overall, although opinions were fairly equally divided, they fell in the favor of "yes" as to whether or not any increase in the emphasis on alcohol and traffic safety education had been detected since the respondents had returned from the workshop. The use of T. V. media was listed as being used in certain areas more--Atlanta and Sacramento, for example. Other related comments include, *"It seems to be moving in the direction of 'values clarification' and parent programs;"* and, *"Not yet--ground work being laid."* (Table II, page 51.)

Workshop participants apparently set very high goals of leadership and effort to strengthen alcohol and safety education. The following remarks are but a few of many interspersed throughout the questionnaires:

. *"Introduced materials to administrators. Hope to develop program in the future"*

- *"Buying 700+ sets (about 230 six-volume equivalents) for all public schools K-12; will conduct ten workshops to cover the state"*
- *"Have used format to revise sr. high health/family life curriculum"*
- *"Just this year, the State Department of Education initiated a Drug Education Specialist in each school district state-wide;" "Abt materials incorporated . . ."*
- *"I have coordinated the TERC Program with Codac Program on drugs in our school"*
- *"We have 1300 teachers of the Los Angeles City schools enrolled in our television series, 'New Perspectives on Alcoholism.' The seminar leaders are utilizing the curriculum"*

Respondents estimated they had discussed the materials with 14,293 teachers and 1,845 administrators. (The figures are felt to be conservative inasmuch as they include workshops and T. V. presentations where actual counts were not always available.) It is gratifying to note that many rated their actions as "much effort" or "some effort" for leadership or action since returning from the workshop (Table III, page 52). Based on a similar sampling of workshop participants (Pennsylvania state-wide workshops), it is estimated that the curriculum materials presented in the ten workshops were used with 94,000 students since the conclusion of the workshop. This estimate is again conservative since the proportion of other teachers and administrators to whom the materials were introduced is much higher by the National workshop respondees.

One of the basic premises of Abt philosophy is that alcohol and traffic safety education will occur at an accelerated pace and more enduring manner thereby positively affecting the student's

decision-making process if the method of presentation is based on student concerns. The student is made aware of both personal and societal situations in alcohol abuse and is taught to compare it with the rewards from safe automobile operation because of proper alcohol consumption. The student concern approach assumes the informed student is interested in choosing optimum alternatives for day-to-day living. Ideally, this approach replaces the factual and "scare" methods of alcohol and traffic safety courses taught in schools in the past.

Abt manuals present the student concern approach via objectives to each of three levels--elementary, junior high, and secondary. The question, "If you have used Abt materials, is the "student concern" approach being used? was asked. Respondents were given the options, "yes," "no," and "other." Of the three hundred thirty-three respondents, one hundred forty-two answered "yes" compared to fifty-nine "no." Responses to the "other" option ranged from *It's* [the student concern approach] *now top priority,"* to the fairly rare instances of *"not directly being used."*

"Good student response" was the most common item mentioned by the respondents. Related responses include:

- *"feedback increased"*
- *"very positive in its approach"*
- *"classes are seminars in which free discussion is used effectively"*
- *"more effective than 'content approach'"*
- *"factual information at an early age for later deterrance"*

Few respondees had been involved in additional in-service training to further their insights and improve instructional practices or leadership in alcohol and traffic safety education since the pilot workshop (Question 9: yes=68; no=204). However, specific examples of positive action include: Baltimore respondents reported attending an alcohol abuse education workshop; a Champaign, Illinois area respondent had attended a health education conference; and an alcohol and drug workshop was attended by several from the Chicago Heights, Illinois, area. Others mentioned they would like to attend additional workshops and at least two confided they would like to help conduct workshops in their area. A respondent from Denver foresaw the need for "*consultant services at the local level from persons involved in developing the program,*" and a public information and education specialist from San Antonio, Texas, has asked for "*whatever further assistance you can give us in getting the materials introduced into the state for local school districts.*" On the lighter side, a midwesterner answered his in-service training was limited to, "*No . . . an occasional martini.*"

The question was asked, "Has anyone else in your school system used the Abt curriculum materials with students?" One hundred sixty answered "yes" compared to seventy-seven answering "no."

When asked to evaluate the major strengths and weaknesses of their school(s)' education program, time was the biggest factor. Time willingly spent by every level--state agencies, districts, and ultimately, the classroom--was lauded as a strength by some but

not enough time was a more common complaint. The cost of materials was considered to be a hindrance by some but not by others--the city of Los Angeles as cited earlier, for example. Similarly, a workshop attendee from North Dakota stated:

> *"We have finally received 430 sets of materials to use in a series of workshops for all driver training teachers in N. Dak. We would have had these workshops in November & December if we could have gotten the materials. We are now planning them for January and February."*

An Indianapolis, Indiana, Drug Education Supervisor of the Indianapolis Public Schools can serve as a spokesman for the majority of those responding:

> [Strengths]*"Those using materials enthusiastic; many principals wanting humanistic and pupil centered education; some open structured instruction with pupils progressing at own rate; supervisors of Drug Ed and Health Ed pushing manual use (concept if no manual)."*
>
> [Weaknesses]*"Inadequate number of manuals; only 150 [of 400+] teachers trained in manual use; most teachers not student oriented; most teaching content (info.) oriented; no money to purchase materials; no way to mandate training in Abt use."*

Nearly half of the respondents viewed the present nature of the alcohol and safety education program in their environ as "traditional in most respects." The consistently low rating of relevant factors:

- dynamic with much emphasis on the student concern approach
- experimental in design
- creative with unusual involvement of students
- clearly based on the interdisciplinary approach

support their stand. Again, limited use of Abt curriculum materials and few seeing intensive use of the materials serves as a reinforcement of their view. Nearly one-half of the respondents felt there

was "too little assumption of responsibility except by teachers of driver, safety, health and/or physical education;" whereas, a "fairly well balanced use of Abt curriculum materials along with other printed resources" received a very low rating (Table IV, page 53).

"Limited, almost unobservable," received one hundred twenty-eight votes while ninety-five rated the situation as "fairly noticeable" in response to the question, "Have you detected an increase in concern and communication between state and local school personnel on problems and issues of alcohol and traffic safety during the past year?" The ASAP of Sioux City, Iowa; the Model Program of Greensboro, North Carolina; the Police Department of Columbus, Georgia; a Parents Organization of the Denver, Colorado, area; the Institute of Alcohol Studies (University of Texas) of Austin, Texas; and TERC, itself, were among many agencies endorsed as cooperative and concerned in the alcohol and traffic safety endeavor (Table V, page 54).

Case study visits, as described in Chapter IV, were conducted in each of the ten regions. A detailed report was filed for each visit. Extensive supplemental teaching materials were generated and submitted to the project office as samples of additional activities in the local settings. The following abstracts of regional case studies are felt to be representative of subsequent activity following each workshop.

REGION I

HARTFORD, CONNECTICUT

Following the workshop at Manchester, New Hampshire, funding was offered from the Connecticut Department of Mental Health to the Department of Education for the development of an alcohol program. A memo was sent to Mr. Ernest A. Shepherd, Commissioner of Mental Health from the State Board of Education, containing a proposed plan to purchase $3,000 of materials and develop several workshops relating to alcohol and traffic safety.

The memorandum suggested acquiring for subsequent free public loan the entire thirty-item "Inside/Out" film series; conducting regional workshops on the films; acquiring "Alcohol and Alcohol Safety" materials produced by Abt Associates (for approximately two hundred fifty school systems or equivalent, grades K-12--a total of fifteen hundred pieces); and conducting special workshops on the curriculum.

Distribution of those curriculum materials, according to Mr. Donald Anneser, Health Education Consultant, Connecticut State Department of Education, Hartford, is to be on the basis of one per high school, one set for every two junior high schools, and one set for every third elementary school. The state of Connecticut is divided into five regional education centers which function somewhat as country boards of education but with unique responsitilities. Workshops are to be planned through these education districts. As of December, 1973, details of the workshop development were still being planned by letters and memos.

According to Mr. Anneser, the first consideration in the state must be the availability of the government materials; and the second, the availability of time on the crowded school calendar to permit the workshops. It is anticipated this will be taken care of and in spite of a short staff in Mr. Annerser's office the workshops will be set up for sometime prior to June, 1974.

The total project may yet come to a standstill if it cannot be ascertained prior to the time the order is placed that Hartford will receive delivery of the curriculum materials. Time and teaching schedules require the teaching materials to be ordered and assured of delivery prior to setting up the details of the workshops. Mr. Anneser is concerned about the government interpretation of twenty-five percent off on the orders of large quantities inasmuch as split sets may be desired rather than complete full sets and because all materials in Connecticut will be shipped to the schools, themselves; not to a central location.

Discussions between Mr. Anneser and the Technical Education Research Centers project staff have continued to explore the development of workshops in Connecticut.

REGION II

TRENTON, NEW JERSEY

Following the Binghampton, New York, workshop on Alcohol and Traffic Safety in March, 1973, three people got together in New Jersey under direction of Mr. Louis DeCarolis, Manager of the New Jersey Division of Motor Vehicles, Department of Law and Public Safety; and

extrapolated five lessons out of the Abt curriculum materials presented at the workshop. A committee was formed, the end result being a proposed incorporation of some of the Abt materials into the curriculum of the Trenton school system. As of December, 1973, that end result had not been finalized.

The material taken from the Abt curriculum was selected from the initial curriculum in response to a feeling that the information should be corrected for New Jersey realities. According to Roger J. Surprenant, Project Coordinator, Division of Motor Vehicles Alcohol Countermeasures Project, Trenton, New Jersey:

> *"Some statements were inaccurate in terms of New Jersey experiences. We also felt some statements would not stand up under scruting; 50% of the local alcohol people would agree and 50% would not so we would add an alternative point-of-view. Our plan is still to adopt the curriculum in part--disseminating it at certain grade levels along with some of our own materials."*

Mr. Surprenant, who formed a committee in August (consisting of Mr. Walter Krichling, physical education and driver education teacher at Trenton Central High School; Ms. Dorothy Donner, Health Education Chairman, Piscatowy Schools; Mrs. Carl Hoff, New Jersey Congress PTA; Mr. William Burcat, Supervising Consultant Health Drug Abuse Education; Dr. Gayle G. Milgram, Ed.D., Rutgers Center of Alcohol Studies, New Brunswick) said the present alcohol curriculum which will be a revision of the old plus the adding of five lessons from the Abt curriculum, will be tried in the ninth and tenth grades first.

Pages copied from Volume I of II, Alcohol and Alcohol Safety, a curriculum manual for senior high level, were: 155-158; 189-194;

197-204; 217-222; 241-264; 269-278. The material when finally written into the new curriculum will probably be distributed to schools over the entire state inasmuch as Alcohol is No. 1 in priority in the State Office of Highway Safety, Mr. Surprenant said.

Part of the New Jersey alcohol curriculum will presumably be rewritten or adapted for school use with the Abt extrapolations added. It is anticipated that the new curriculum will be written and put into the ninth and tenth grade pilot project in Trenton if not in the rest of the State during the 1974 school year.

REGION III

HARRISBURG, PENNSYLVANIA

Mr. John W. Maloney, III, a Junior High School Principal in the Harrisburg, Pennsylvania City Schools, was a participant in the workshop held in Lebanon, Pennsylvania, following the Regional one in Binghampton, New York.

Mr. Maloney persuaded the Curriculum Director and others concerned with curriculum improvement in the public schools in Harrisburg to evaluate the new materials for possible city-wide use among teachers at all grade levels and in many subject areas. He prepared a special report* outlining objectives, concerns, resources, and

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*Approximately fifty copies of the workshop report were distributed within Mr. Maloney's school and among key administrators throughout the city.

available State Department of Education personnel for implementing an alcohol and traffic safety curriculum with implications for particular grade levels or in content fields. Suggestions were made to health, physical education, science teachers, and others to incorporate the new materials into the existing curriculum, inasmuch as responsible use of alcohol is most effectively promoted (taught) when it is treated in a coordinated fashion in several subject matter areas simultaneously.

One teacher was "drafted" to work with eighty junior high school students, a situation later interpreted as a pilot project. Mr. Maloney worked several weeks with the teacher to help her achieve a better understanding of the students and their concerns about alcohol and safety education. Class sessions became freer and less structured. Mr. Maloney had the advantage of being familiar with non-structured, team-teaching approaches which ultimately got results superior to the more traditional lecture method previously used by the teacher. The principal reported a noticeable decline in discipline problems. The most satisfying accomplishment was the new insights of the students--how they could make more responsible decisions than in the past regarding alcohol and safety.

The wide variety of curriculum resources were repeatedly commended to teachers. Attached lists of selected resource materials prepared and distributed by the National Safety Council on alcohol, drugs, and driving were included as were titles, sources, and costs of films and filmstrips. An order blank was supplied to expedite

the purchase of the alcohol and safety education curriculum manuals and the accompanying teacher's activities guides. To provide teachers with some concrete ideas about the features of the new curriculum manuals and activities, sample pages were included in the Maloney report.

When a committee was organized to revise the health and physical education program, particular attention was given to the appropriateness of the new curriculum materials. Dr. McGovern, Curriculum Director for the Harrisburg Public Schools, in a telephone interview on November 30, 1973, said that health and physical education curriculum had been rewritten several times and was expected to receive final approval by the central administration on December 3, 1973. Dr. McGovern expects to have a budget allocation of $6,000.00 for the purchase of curriculum manuals and related resources. Chances are favorable for the proposed curriculum changes about alcohol and safety education to be implemented on a city-wide basis at the beginning of the second semester of the 1973-74 school year. Teachers in other subject matter fields may be asked to allocate time in their classes for research and discussion of alcohol and safety education problems and issues.

REGION IV

ATLANTA, GEORGIA

Materials were extrapolated from the K-12 Abt curriculum presented at the Atlanta Workshop on Alcohol and Traffic Safety in January and were reproduced and delivered to school buildings after

a careful selection had been made of the amount of material to be reproduced, the grades in which the material was to be placed for use, and the type of in-service training to be offered to teachers.

This project, entirely in the elementary grades, was undertaken by Mr. H. J. Seldoen, Director of Physical Education, Coweta County School System, Newman, Georgia; even though Mr. Seldoen did not attend the Regional workshop.

Mr. Seldoen reviewed the curriculum materials from the Atlanta workshop, selecting approximately ten pages of activities for grades five through eight. In conversation with Mr. Arnold J. Bowers who had attended the workshop and brought back the materials, they decided to introduce them into ten schools via in-service training sessions involving teachers of about five hundred students. According to Mr. Seldoen:

> *"We are required to teach a unit on alcohol. There are in fact three topics required by the state--alcohol, drugs, and tobacco. I used this material for the alcohol requirement, selecting the most practical portions I could envision, running off a master copy of the selected pages and delivering to each of the ten participating buildings where additional copies were produced as they desired. I did not do a follow-up of the use of the material in the various buildings. Our school system is located about forty minutes from Atlanta."*

The Atlanta area project, while not large in scope, was a project conducted in an area where introduction of innovative material after the school year had begun posed problems. The area contains many county school systems and many combination schools. Although the Atlanta city school system appeared the most likely

prospect for use of the materials, telephone calls revealed that the curriculum guides were not being utilized there. A call to Mr. Bob Doleman of the Alcohol Safety Action Project in Columbus, Georgia, provided the information that Mr. Doleman had left. Schools were closed at the time the phone call was made to Mr. John Tucker, Director of Elementary Education in Muscogie County School District, Columbus; nor was it possible to locate Mr. Paul Kennedy, physical education; or Mr. Phil Kerr, social studies teachers in Rome, Georgia. Contact was attempted in Jeffersonville, where Mr. Jessie Mack, Curriculum Director of Twigs County Schools who attended the workshop may have prepared a report on use of the curriculum. Mrs. Bettye Ludd, Public Information Specialist, ASAP, Atlanta; reported nobody had used the materials in the Atlanta system.

REGION V

INDIANAPOLIS, INDIANA

Following the Chicago Heights, Illinois, workshop on Alcohol and Traffic Safety held December 11-12, 1972, decision-makers in the Indianapolis schools and ASAP, Indianapolis, recognizing the curriculum as *"one of the best"* decided to utilize the materials through the health curriculum which is mandatory in Indiana.

Driver Education is offered during the school year for seniors only (although to a larger body of learners in summer school). The health curriculum is K-12.

Plans were developed to introduce the curriculum materials to health teachers in city-wide workshops prior to the day school began in September. The response, according to Mr. Dick Kelly, Alcohol and

Rehabilitation and Youth Programs Coordinator with the Indianapolis ASAP, was far greater than anticipated. Teachers were given no stipend for attending the sessions, all of which occurred during vacation time. A total of one hundred fifty health teachers in elementary, junior high, and secondary schools attended to learn more about the curriculum. Announcement was made that the materials had been bought back to Indiana from the Chicago Heights workshop (on Alcohol and Traffic Safety) by Mr. Joseph J. Shary, Department of Public Safety, ASAP Director, Indianapolis; and Mr. David A. Garrett, Supervisor of Drug Education, Indianapolis Public Schools. Mr. Kelly did not attend the workshop.

As of late October, 1973, the nearly $3,000 in curriculum materials ordered originally for the health teachers had not arrived in Indianapolis. The order was again placed by Mr. Kelly through the Government Printing Office in Washington but as of December 1, 1973, the materials had not yet been located.

If and when the curriculum materials arrive, they will be put to immediate use in Indianapolis. In addition, the materials may be partly utilized in a forthcoming new project in that city to be known as "Project Threshold" sponsored by the Junior Chamber of Commerce and by ASAP. This project aims at city-wide exposure to alcohol materials via the schools. Convocations will be held with Mr. Kelly and other speakers discussing alcohol and traffic safety with students.

The hope is to reach all schools in the city by the time ASAP ends in December, 1974. Mr. Kelly has already noted a technique to utilize in the classes relating to the intensity of discussion he is able to promote if the teacher leaves the classroom. He said:

> *"you would be surprised how the students open up once the teacher has left. I expect to use this technique. It is as though the students wished to talk over problems they have sensed but not verbalized. Many of them say they can get alcohol at 15 or 16. Many of these students look much older."*

Mr. Kelly's plan is to get the alcohol curriculum materials to the Indianapolis Educational Center for delivery to all schools as soon as they arrive with a memo suggesting their immediate use in connection with health, drugs, driver education, etc.

Finally, with in-service training on-going since September, and with new driver education curriculum developed for the state by Mr. Wayne Salmon, Driver Education Consultant, Department of Public Instruction, Indianapolis; the curriculum materials, finally put in the hands of the respective teachers, are expected to receive continual use.

REGION VI

NEW ORLEANS, LOUISIANA

Mrs. Katherine Tilley, Public Education Specialist, Youth Officer and Young Drivers' Officer, associated with Alcohol Safety Action Project of New Orleans, became instrumental soon after the Shreveport Workshop on Alcohol and Traffic Safety was held in January in setting up additional workshops for teachers who were paid

twenty-five dollars per day to participate. Attendants were health teachers who in many cases also taught driver education. Notables at the workshop included Mr. John R. Harper of Baton Rouge, Superintendent for Health, Safety, and Physical Education for the state of Louisiana.

Mrs. Tilley called in outside speakers, had questions written to assist each speaker in preparing material for the workshop, and conducted an evaluation survey following the workshop. Finally, each attendant was sent a tally of results of the evaluation. Speakers included Ms. Jean F. Craig, Medical Social Services Coordinator for New Orleans ASAP, formerly with the Louisiana Department of Health; Dr. Robert LiLuzio, Chairman of the Department of Physiology at the Tulane University School of Medicine who is also consultant for the Alcoholism and Alcohol Problems Review Committee of the National Institute of Mental Health; Attorney William A. Glennon, Jr., Judicial Coordinator for New Orleans ASAP; Patrolman James S. Hernandez, Operator of the Public Education Van giving breath tests on Bourbon Street at night; Dr. Glen B. Ruffin, psychiatrist in New Orleans and an assistant professor at Tulane University School of Medicine; Dr. Robert D. Russell, Professor in the Department of Health Education at Southern Illinois and former editor of the Journal of Alcohol Education; and Betty M. Spencer, Ph. D., Administrator of the Pontchartrain Mental Health Center and an instructor at the Tulane University School of Public Health.

Mrs. Tilley extrapolated materials from the Abt curriculum for use by tenth, eleventh, and twelfth graders, located a government printing agency in New Orleans and had many hundreds of items run off for a fraction of what it would have cost otherwise. Her feeling for the curriculum approach is that it successfully veers away from scare tactics and lecture and becomes wholly student oriented, and it is her belief that the materials belongs in health, rather than driver education classes. She believes effort should be made to get students to face whether their dependency attitudes are necessary even in the chemical subculture; to decide their stand on excuse drinking; to ascertain if drunks cause them to always react in terms of humor; to realize that dulling senses as with alcohol postpones rather than solves problems. *"Maybe the kids need to feel their feelings for a change and identify pain, hurt, confusion, ambiguity, etc.,"* she said. With the psychiatrist, she agreed that young people need to recognize what they are learning "now," making them dependent on periodic drinking. Materials for the workshops were passed out to people in many walks of life who did not attend the workshops, and quantities have been kept on hand for Mrs. Tilley's classes in Louisiana State University of New Orleans.

Mrs. Tilley discovered great difficulty in attempting to locate materials in the Bibliography, making many long distance telephone calls and in some cases being told she would be charged for leaflets which the ASAP office in New Orleans regularly receives free of charge and keeps to hand out to students and others who request them.

BATON ROUGE, LOUISIANA

In Baton Rouge, the Driver Performance Improvement and Rehabilitation Program operating under a grant from the Louisiana Highway Safety Commission takes referrals from various courts, and from the License Control Officer of the Department of Public Safety which has jurisdiction of cases involving traffic offenders. Often offenders are asked to attend the improvement program where adequate control detects any absence. In some cases, the traffic violator attends eight of twelve sessions (one-hour programs). Continuous supervision of this program is through the Department of Education under Mr. Francis Bickham, Director Safety Education Division, and Mr. John Harper, Supervisor of the DPIR program. The name and some of the structure of this course was changed as a result of the Alcohol and Traffic Safety workshop Mr. Bickham and Mr. Harper attended in Shreveport. Through the additional information geared particularly to education given out at the workshop, alcohol and driver education reactions have become a more sustained part of the high school driver education instructors workshops that are held yearly in various geographic locations throughout the state.

REGION VII

KANSAS CITY, MISSOURI

The Kansas City, Missouri, project began with a peer group program being expanded now to include all public high schools in

Kansas City with sufficient cooperative interest in the parochial schools to suggest their future involvement also.

Starting in September, alcohol safety education was scheduled in the curriculum in addition to its use in peer groups. The peer group was begun, student working with student, in two schools. There were four schools in 1972. The increased project (alcohol safety education in the curriculum) will be in all high schools in 1974, if expectations are carried through. Contact has been made with Mr. John Schmiedeler, Superintendent of Schools, Kansas City St. Joseph's Diocese (fifteen high schools) and it is expected that the same materials (Abt materials) will be ultimately used in the parochial high schools also.

According to Mr. N. W. Patterson, Youth Education Project Coordinator, Missouri Safety Center, School of Public Services, Central Missouri State University, Warrensburg, Missouri:

> *"We are giving each of our senior high schools in human science class a pre-alcohol opinion survey and later in the Spring, a post-survey after they have used the curricalum materials. In addition, we see that each principal selects a faculty sponsor and student leaders for peer group projects. We have been having peer group projects in some of the schools but now we are going city-wide in a curriculum effort."*

At the start of this school year, students in eleven schools were given the opinion and attitude survey which amounted in numbers to three thousand students in all eleventh grades as against four hundred ninety-two students in four schools given the survey a year ago.

The Abt curriculum materials will be used in all schools in Kansas City whenever the materials arrive. In addition, other materials which Mr. Patterson has provided through ASAP are: Alcohol: Our Biggest Drug Problem, a book by Joel Fort, M. D., published by McGraw-Hill, 1973; "Analogy 13," published by Allstate Insurance Company (a digest on drinking and driving); ASAP Newsletter, a local publication of news relative to drinking and driving in the Kansas City area usuable by both teachers and students; "Alcohol and Health Notes," published by the National Clearinghouse for Alcohol Information of the National Institute on Alcohol Abuse and Alcoholism, Rockville, Maryland; "Alcohol: Its Physiological and Psychological Effects Upon a Driver," a thesis written by James E. Young, a graduate student at Centeral Missouri State University; and the following films which are available from a visual aids center for circulation: "Alcohol and You" (Bailey Film Associates of Santa Monica, California); "Drinking and Driving" (General Motors Corporation, Detroit, Michigan); "CMSU Film on Youth Drinking and Driving" (this film is being completed at CMSU in Warrensburg under direction of Harold Higgins, a media specialist who is on demand to produce films on alcohol safety).

REGION VIII

RIVERTON, WYOMING

A three-week project utilizing some of the curriculum materials presented at the Denver Alcohol and Traffic Safety workshop was developed by Mrs. Signe Aspinwall, eighth-grade geography teacher at

Riverton, Wyoming Junior High School, involving thirty students, their parents, about twenty teachers, a doctor, a patrolman, Mr. Loring Lahti, Junior High Principal; and Mr. Neal Carroll, Assistant Superintendent; all of whom gave their support.

The project was developed for a time frame of forty-five minutes a day for three weeks utilizing much written material taken from the curriculum and following suggestions for outside speakers, plays to be developed, stories to be completed, words to be defined, concepts and myths to be considered, interviews to be conducted by students of parents and other teachers. A letter of introduction was first mailed or sent to parents followed by a survey to ascertain interest and opinions of students regarding alcohol and driving. A vocabulary sheet was handed out without prior discussion to ascertain what terms were known by the class. Then, the definitions of those terms were given to the class to take home. A film was shown on the subject of physical and behavorial affects of alcohol.

In class discussion, the teacher asked if parents of the children were acquainted with the facts about alcohol and to pursue the topic, the myths of alcohol were read in class. The students compared the myths to the "Alcohol and Alcohol Safety Interest Survey" they had taken in class. Each child took one of the surveys home and asked its parents to fill it out. Then, teachers in the school were asked also to complete the survey. No names were used. The results were computed on the blackboard to teach students how to use information from surveys to arrive at percentages.

So much interest was created that students asked to be permitted to interview attendants in liquor stores to construct a profile of liquor store customers.

The body diagram was passed out to all students who were then told to label the parts of the human body which would be affected by alcohol.

The most "exciting" day of the project involved the goldfish experiment and Dr. Wallace Kucera, a local physician whose son was a member of the class. Following the materials, Mrs. Aspinwall noted to the class that the three fish used in the experiment differed in size. She brought vodka to school and measured the same amount into the water in each bowl containing one fish. The fish reacted immediately. One sank to the bottom "knocked out," Mrs. Aspinwall recalls. Another "went berserk." The largest fish appeared not to react. The physician explained the effect of alcohol on the liver of the fish and comparable effects on humans.

Mrs. Aspinwall invited a patrolman to speak to the group (Lieutenant Michael Apgar from the Riverton Police) whose topic was "Penalties and Laws Governing Alcohol."

Uncompleted stories were handed out involving a situation which could have been reported from the standpoint of the driver or the passenger. The teacher first told the class to complete the story as if each had been the person driving the vehicle. Later, they were asked to shift viewpoints and imagine themselves in the passenger seat. The compositions, several pages in length, were

handed in to the teacher. Later, many additional story-capsules were handed out for similar completion.

Because of the interest in the stories, members of the class suggested plays. Mrs. Aspinwall handed out dialogue taken from the curriculum. Each child received a copy. The class was divided into groups of six. Each group acted out its own ending to the play, assigning parts as they developed.

Following the plays, crossword puzzles were duplicated and handed out to the class (thirty-five words to each puzzle).

All work was evaluated in class and checked over by the teacher. Nearing the close of the project, the class played "Jeopardy," involving the chemical, physical, social, and other aspects of using alcohol. Children selected questions and assigned points "like on the television program," Mrs. Aspinwall said.

The teacher was so impressed by the curriculum materials (even though she was not one of the three from Riverton selected to attend the workshop) that she developed the pilot project herself, borrowing the materials from one of the three men who did attend.

Asked why she put hours into the project, Mrs. Aspinwall said:

> *"I liked the material very much. I feel it* [alcohol abuse] *definitely is a social problem. Science teachers do teach a section on drugs in the seventh grade each year, but the emphasis is on barbiturates. I felt that great interest had been created in Wyoming with the lowering of the age for obtaining liquor to 19. Much talk ensues that some 19-year-olds obtain liquor and hand it to 15-year-olds, and that this is much more likely to occur than for an older person, such as a 21-year-old, to hand it to a 15-year-old. I wish I could work with some more of the curriculum. Children reacted very favorably. I heard reports of jealousy in other classes when they were not involved in our alcohol project."*

PIERRE, SOUTH DAKOTA

Involved in the design of an extensive follow-up Alcohol and Traffic Safety Project in South Dakota are Dr. Hepler, Coordinator of Drug Education, Department of Public Instruction, Pierre; Mr. Wyand Borth, Driver Education Consultant, Department of Public Instruction, Pierre; Mr. Ken Burnham, Counselor, Stevens High School, Rapid City; Mr. Milbert Rau, Director of Instruction, Rapid City Public Schools; Mr. Delbert Beck, Elementary Principal, Bergguist School, Rapid City; and in an advisory capacity, Mr. J. M. Eckman, formerly Program Manager Office of Highway Safety and now Governor's Representative, Pierre, South Dakota; all of whom attended the Denver workshop on Alcohol and Traffic Safety March 22-23, 1973.

The substance of the South Dakota plan is to undertake summer workshops for one hour of college credit for teachers in grades four through six to be held at three or four locations in the state utilizing the Alcohol and Traffic Safety curriculum materials brought back to the state from the Denver conference.

Perhaps three hundred to five hundred teachers will attend the first year. Possible locations would be at Spearfish covering West River people; Aberdeen in Northeastern South Dakota; Brookings State College in the East and Vermillion in the Southeast. The total project would extend four to five years with a stipend likely to encourage attendance. Teachers from junior high schools would be scheduled the next year.

Funding of $10,000 to $15,000 for the first summer's pilot project would hopefully come from three agencies. The three agencies considering funding of the pilot project are the Alcoholism Commission under the Attorney General's Office, the Division of Alcoholism under the Health Department, and the Mental Health and Retardation Office under the Health Department.

RAPID CITY, SOUTH DAKOTA

In the meantime and somewhat as an introductory move into the long-term project to take place summers, a one-day to one-and-one-half day workshop for all building principals in Rapid City will take place there at the suggestion of Mr. Rau, Director of Curriculum for the Rapid City School District, on November 21, 1973, led by Dr. Hepler. Mr. Rau is extremely concerned about having sufficient staff for future in-service training sessions, for supplying participants with sufficient materials, and for instructing each building administrator to become responsible for implementing the curriculum materials in his selected classes and with his teachers.

The alcohol curriculum will be introduced into the second semester schedule and will initially include all grade levels but be limited to one or two sections per level.

LARAMIE, WYOMING

Mrs. Emma Jean Harnden, who teaches the driver education classroom study at Laramie, Wyoming, High School, devotes one week every six weeks to hearing, vision, and alcohol at which time she brings in outside speakers, and shows films; and since the Denver

workshop, has incorporated factual materials from the curriculum presented in Denver into her lectures. She is planning a program to obtain a breatholator and a porto-clinic in the classroom.

Films which Mrs. Harnden has shown are, "The Junk Yard," on alcohol, drugs, and driving; "A Snort History," on alcohol and riving; and, "The Decision is Yours," which film she has on permanent file at the school. Other films come from the Film Library, Divison of Health and Medical Services, State Office Building, Cheyenne.

Mrs. Harnden, since the Denver workshop, has involved the Albany County Mental Health Association (Hal Wedel, Director) in presentation of materials at the school and has made it a point to keep in touch with Ms. Annabelle Kolb, Director of Alcoholics, Anonymous, Laramie.

Mrs. Harnden has made the curriculum materials available to the three driver instructors and the guidance counselors and administration in Laramie High School. She brought in outside speakers including L. G. Dueweke, Supervisor, Wyoming State Port of Entry, Laramie; and Sergeants Douglas Brown and John Lysenby of the Larmie Police Department. The text used in class is Sportsman Driving, by Webster, Mcgraw-Hill; supplemented by the curriculum materials handed out to participants at the Denver conference.

REGION IX

SAN MATEO, CALIFORNIA

The teachers who were visited in San Mateo Union High School District were indeed concerned about the lack of effective alcohol education. In this high school district, there is no independent health education program. The health education program of the district merely consists of instruction relating to alcohol, drugs, and tobacco and is being taught by the driver education teachers when they can fit it into their driver training program. Some of this district's high schools are on a flexible, modular schedule, and those driver education teachers have a very difficult time fitting in any health topics.

Mr. Wayne Taylor of Aragon High School is a driver education teacher who attended the Sacramento Alcohol and Traffic Safety workshop. His school is one of those on a modular schedule. He mentioned he was pleased to have attended the Sacramento workshop and learned a great deal. In the present limited time frame, he has tried role playing with some of his classes using the scenarios outlined in the curriculum material. Mr. Taylor knows that his students are interested in and need alcohol education, but he just has not had sufficient time or the preparation time to do more than two or three of the activities.

Mr. Jens Shurk, a teacher at Capuchino High School in San Mateo, who, after returning home from the Sacramento workshop, gave the elementary curriculum materials he had received to Mr. John Surges, who teaches sixth grade. Mr. Surges has shared that copy with

Mr. Paul Ternullo, a fifth grade teacher, and Ms. June Irhazy, a sixth grade teacher. They have all used the materials in their classrooms thus introducing two hundred fifty-two elementary children to the Abt curriculum materials. They will also use the materials this summer in developing a new drug abuse program.

Mr. Shurk has been able to use some of the ideas he was exposed to at the Sacramento workshop, but even though his school is not one on a modular schedule, he has only four days a semester to spend on alcohol education. After participating in an exciting role playing experience in the Sacramento workshop, he was anxious to try a role playing situation in his classes. In some classes, it worked very well; in others, it did not work at all. In addition to role playing situations taken from the curriculum materials, Mr. Shurk has purchased some films he learned about at the Sacramento workshop. He has shown, "No Tears for Kelsy;" "Sure, Mac, Sure;" "Alco-Beat;" and the "Secret Life of Sandra Blaine." The one outside speaker Mr. Shurk has invited to his classes was from the California Highway Patrol who discussed the key points in the recent changes in the Vehicle Code Book on search and seizure.

Mr. Frank Robinson, Director of Safety Education for the School District, who was also a participant at the Sacramento workshop, is developing a model health education program to implement in one of the eight high schools next year. He will use the Abt curriculum as a model in the alcohol education portion of the health curriculum.

Mr. Taylor's student teacher, Mike Chong from San Francisco State University, is in the process of reading through the entire alcohol curriculum to pull out and prepare materials for use in Mr. Taylor's classes next semester.

Mr. Shurk expressed the feelings of the workshop participants from San Mateo when he said he *"feels very optimistic"* about alcohol education and that the curriculum materials were *"a tremendous asset with a wealth of ideas."* He said the Lung Association has provided teachers and anyone else interested with very good models, posters, and other visual aids on the subject of tobacco usage. He hoped that someone would do the same for the alcohol usage topic.

REGION X

KELSO, WASHINGTON

An appointment was made with Mrs. Elimita Bales, Counselor, Kelso High School, to discuss the use of the Abt alcohol and traffic safety materials since she and two others from Kelso High School had attended the Portland region workshop on Alcohol and Traffic Safety, February 5-6, 1973. Immediately upon her return from the workshop, she discussed the curriculum materials and other handouts with Mr. William R. Moulton, Principal. His reaction was favorable. She then put her set of materials in the resource library so that other teachers might be able to use them.

Mr. David L. Bradley, traffic education instructor at Kelso High School, was also a participant at the Portland workshop.

Mr. Bradley has used the curriculum as reference material for classroom modification. He has also used some of the tests and quizzes.

Mr. David S. Weedman, instructor of health education, was the third participant at the Portland workshop from Kelso High School. He has since left the school system. He left his copy of the Abt curriculum for his replacement, Mr. David Carpenter. Mr. Carpenter has used the material to some extent already without being familiarized with it to any great degree. He is pleased to have such a resource and intends to use it more intensively. Miss Roxy Calvert, a first-year teacher in physical education and health, has borrowed Mr. Carpenter's copy of the Abt material to use as a resource for discussion in her classes. She is interested in using the curriculum material more thoroughly next semester and was very appreciative of an offer to forward a senior high level copy of the curriculum. She and Mr. Carpenter have had speakers from Alcoholics, Anonymous discussing that program plus the programs for spouses of alcoholics and teenagers. The students seemed very interested, and some went to the Alateen meeting. A policeman was brought in to discuss how the law deals with drugs and alcohol.

There are seven sections of health each semester; fifty-five minutes of class time every day. Both Mr. Carpenter and Miss Calvert are very much interested in the topic of alcohol and feel alcohol education must be taught. They are both quite interested in using the Abt curriculum materials, but so far have not had the time to go through them to glean what is appropriate for their classes.

Mr. Carpenter and Miss Calvert have used portions of the material with about two hundred forty-five students in their health classes. Mr. Bradley has exposed the Abt material to about two hundred ten students in his traffic education classes.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

The curriculum materials were well received by teachers and administrators.

If delivery from the Government Printing Office continues to be such a delimitation to dissemination, an alternate method to direct ordering should be offered.

The versatile nature of the Abt materials themselves was considered to be a bulwark to teaching alcohol and traffic safety education. Their comprehensiveness, ease of implementation, and interdiscliplinary nature; and last, but not least, the student concern approach with role playing, group discussions, and exposure to guest speakers was enthusiastically received. If the materials were to be segmented, it could conceivably enhance their usage. Also, if future workshops are held, additional supplies of Abt materials should be printed.

Teams of educators were able to achieve more utilization of the materials.

Workshops should be extended to serve a larger population so that all local education agencies wishing to enroll participants could do so. Enrollees should be accepted from elementary, junior

high, and secondary school level and from various subject matter areas.

A visibility problem continues to exist: those informed need to share their knowledge. The most functional method in terms of dispersion of information and per capita investment would be to conduct further in-service training, as endorsed by the respondents, themselves. The public-at-large needs to become better informed and ultimately more involved in these initial stages of alcohol and traffic safety education. Community leaders need to be included in subsequent workshop invitation lists.

State level participants often were able to effect more dissemination of materials than local educators.

It is suggested that at least three state level educators should be invited from each state. Involving the Governor's Safety Representatives often gives educators in the state a contact needed for further extension of activities.

A surprisingly large number of other teachers and administrators were told about the materials by workshop participants.

The "ripple" effect of the workshops, especially to other persons in the same school system or to other agencies in the state (in the case of state level administrators), is a very satisfactory result obtained from the workshops.

Little effort was expended to include teacher trainers.

A subsequent series of workshops to introduce the materials to teacher trainers should offer comparable results for pre-service teacher education. Emphasis could well be placed on health, social science, physical education, and junior high level by inviting teacher educators who are preparing those teachers.

Participants are interested in continuing information on alcohol and traffic safety following the workshops.

State level educators are especially desirous of determining what is happening in other states. Ideas for further dissemination of the curriculum materials can be adapted from other experiences. A continuing report of activities would be a desirable component of any subsequent effort to use the materials. A considerable number of requests have been responded to by the project staff explaining some efforts emanating from the national workshops (e.g., Pennsylvania workshops; New Orleans Consultant program for teachers; Missouri ASAP activity at Central Missouri State College). These, and other examples, can be found in descriptive detail in the case studies of this report.

The regional workshops for public school educators were a very cost-effective method of disseminating NHTSA-NIAAA-produced curriculum materials.

APPENDIX

PLANNING

- Letter to Chief State School Officer
- Letter to State Director, Title III, ESEA
- Letter to Identify Schools in Area of Workshop
- Letter Requesting Nominations
- Nominee Form
- Invitation Letter
- Enrollment Form
- Abstract of Curriculum Materials

CONDUCTING WORKSHOPS

- Program Format
- Pre-Inventory Form
- Post-Inventory Form
- Concern Objectives
- Alcohol and Traffic Safety Resource Films/Filmstrips
- News Release

FOLLOW-UP

- Participants Intention - Each Workshop
- Preliminary Follow-Up Letter
- Participants Lists - Each Workshop
- Follow-Up Letter
- Follow-Up Inventory
- Order Blank

311 West University, Champaign, Illinois 61820
Telephone 217-352-6619

To: Office of Chief State School Officer

FROM: V. E. Burgener, Director of Projects
Technical Education Research Centers

SUBJECT: Alcohol and Traffic Safety Curriculum Workshops

DATE: October 17, 1972

Attention: Director of Curriculum
Supervisor of Health Education

The Midwest Office of Technical Education Research Centers, Inc. holds a contract with the National Highway Traffic Safety Administration to conduct a series of ten regional workshops pertaining to alcohol and traffic safety starting in November. Extensive curriculum materials have been prepared by Abt Associates, Inc. for use at the K through 12th grade levels. The materials are being printed by the Government Printing Office for dissemination to public school personnel at the above-mentioned workshops.

The TERC staff is now in the process of selecting potential workshop participants. We expect to invite teams of teachers, administrators, counselors, etc. from local public educational agencies and representatives of state or regional agencies who can be influential in obtaining widespread use of the materials. I would appreciate receiving from you suggested nominations of local public school districts noted for their interest in initiating new curriculum programs. Also, please give me the names of one or more persons from the state level (possibly including your own) whom you feel would profit from attending one of the workshops and thus should be included on the list of potential participants. Per diem expenses and a minimal amount for travel can be paid from project funds.

Will you send us information about possible participants at your earliest convenience so that we may mail invitations promptly.

VEB

311 West University, Champaign, Illinois 61820
Telephone 217-352-6619

October 23, 1972

TO: DIRECTOR, TITLE III, ESEA

The Midwest Office of Technical Education Research Centers, Inc. (TERC) holds a contract with the National Highway Traffic Safety Administration to conduct a series of ten regional workshops pertaining to alcohol and traffic safety starting in November. Extensive curriculum materials have been prepared for use at the K through 12th grade levels. The materials are being printed by the Government Printing Office for dissemination to public school personnel at the above-mentioned workshops.

The TERC staff is now in the process of selecting potential workshop participants. Could you please send me a listing of schools which have received Title III, ESEA grants in your state. In addition to the Title III list, your personal recommendation of school districts in the state which have shown a particular interest in the field of curriculum or teaching method innovation would aid us considerably in the selection process.

Thank you very much for your assistance.

Sincerely,

V. E. Burgener
Project Director

311 West University, Champaign, Illinois 61820
Telephone 217-352-6619

October 23, 1972

TO: OFFICE OF CHIEF STATE SCHOOL OFFICER

The Midwest Office of Technical Education Research Centers, Inc. (TERC) holds a contract with the National Highway Traffic Safety Administration to conduct a series of ten regional workshops pertaining to alcohol and traffic safety starting in November. Extensive curriculum materials have been prepared for use at the K through 12th grade levels. The materials are being printed by the Government Printing Office for dissemination to public school personnel at the above-mentioned workshops.

The TERC staff is now in the process of selecting potential workshop participants. One of the workshops will be held in the _____ area. We would like to have a list of all school districts in the area as potential participants. We would appreciate your help in obtaining the name and mailing address of all school districts in the state within a fifty mile radius of _____ (see enclosed map).

Thank you very much for your assistance.

Sincerely,

V. E. Burgener
Project Director

Enclosure

TERC Technical Education Research Centers
311 West University, Champaign, Illinois 61820 Telephone 217/352-6619

January 29, 1973

SUBJECT: ALCOHOL AND TRAFFIC SAFETY WORKSHOPS

FROM: V. E. Burgener, Project Director

Your school has been suggested as one which has shown particular interest in the field of curriculum or teaching method innovation. The National Highway Traffic Safety Administration (NHTSA) of the U. S. Department of Transportation has funded a series of workshops dealing with alcohol and traffic safety. Technical Education Research Centers (TERC) has contracted with NHTSA to conduct one workshop in each of the ten NHTSA regions of the United States.

Curricular materials, including teaching plans for the K through 12th grade levels, will be distributed at the workshops. The workshop will offer time for familiarization with the materials, demonstrations, interaction, and presentations by top persons in the field of alcohol use and traffic control procedures. The following kinds of questions will be considered:

> *(1) How can student concern for the effects of alcohol in traffic safety be determined? (2) What should be taught at different levels about the effects of alcohol on highway safety? (3) How can it be incorporated in your school curriculum?*

You are invited to nominate as many as three persons to attend the workshop to be held in the Manchester, N.H. area on March 15 and 16. We are seeking team representation from a group of selected public schools rather than inviting one person from many scattered locations. We suggest that team members be nominated from the following list of personnel:

Curriculum director	*English instructor*	*Health instructor*
Administrator	*Junior high teacher*	*Social studies instructor*
Elementary teacher	*Physical science instructor*	*Safety supervisor*
School nurse	*Physical education instructor*	*Guidance counselor*

A major focus of the curricular materials is an interdisciplinary approach with various activities especially relevant to English, social studies, health, and physical science classes on all grade levels. Priority in the final selection of participants will be given to school districts meeting the following criteria: one person in an administrative or supervisory capacity with each applicant representing a different subject-matter field.

Project funds will be used to reimburse accepted participants for their meals and lodging plus a 10¢ per mile allowance for the group to travel to Manchester and return. Unfortunately, we are unable to pay individual travel costs. A travel allowance up to $25 can be allowed for persons who find it impossible to travel with a group.

May we hear from you promptly with the names and titles of personnel from your district whom you would desire to enroll in the workshop. All nominations must be received in our office by February 20 for selection and notification of acception.

SUBJECT: ALCOHOL AND TRAFFIC SAFETY WORKSHOPS

FROM: V. E. Burgener, Project Director

You have been nominated and are now cordially invited to attend the third of ten regional alcohol and traffic safety workshops sponsored by the Midwest Office of Technical Education Research Centers under contract with the National Highway Traffic Safety Administration. The workshop will be held at the Western Hills Motor Inn (Best Western), 3515 East Texas, Bossier City, Louisiana (just outside Shreveport on Highway 80) starting at 9:00 a.m. Monday, January 15 and continuing through 3:00 p.m., January 16.

Curricular materials, including teaching plans for the K through 12th grade levels, will be distributed at the workshop. In addition to a familiarization with the materials, time also will be provided for demonstrations, interaction, and presentations by top persons in the field of alcohol use and traffic control procedures.

The following kinds of questions will be considered:

How can student concern for the effects of alcohol in traffic safety be determined?

What should be taught at different levels about the effects of alcohol on highway safety?

How can it be incorporated in your school curriculum?

Project funds will be used to pay $50 for two days' expenses to each participant plus travel of 10¢ per mile for the group to travel to Shreveport and return. Unfortunately, we are unable to pay individual travel costs. A travel allowance up to $25 can be allowed for persons who find it impossible to travel with a group.

Enclosed is a program format and a short summary of the curriculum materials to be distributed. Also enclosed is an enrollment form and information on hotel reservations.

We hope to see you in Binghamton.

January, 1973

NOMINEES FOR THE
ALCOHOL AND TRAFFIC SAFETY WORKSHOPS

Name: _____
Title: _____
Address: _____
_____
Phone: _____

Name: _____
Title: _____
Address: _____
_____
Phone: _____

Name: _____
Title: _____
Address: _____
_____
Phone: _____

Name: _____
Title: _____
Address: _____
_____
Phone: _____

Name: _____
Title: _____
Address: _____
_____
Phone: _____

PLEASE RETURN THIS LIST OF NOMINEES TO:

Technical Education Research Centers
311 West University
Champaign, Illinois 61820

ENROLLMENT FORM

I will attend the Alcohol and Traffic Safety Workshop to be held in Denver, Colorado on March 22 and 23, 1974.

*Yes*____ *No*____

NAME: _____

TITLE: _____

PLACE OF EMPLOYMENT: _____

HOME ADDRESS: _____

_____

BUSINESS AND
HOME PHONE: _____

RETURN THIS PORTION IMMEDIATELY TO:

Technical Education Research Centers
311 West University
Champaign, Illinois 61820

==========

RETAIN THIS PORTION FOR YOUR INFORMATION:

A block of single and double rooms are being held at the Ramada Inn, West 6th Avenue (U.S.Hwy. 6) at Simms, Denver. Please make your own reservations by using the toll-free number, 800-238-5800. The single room rate is $12.00, the double is $14.00. When calling, please indicate that you are a participant in the Alcohol and Traffic Safety Workshop.

Be prepared to pay for your room and meal expenses. You will be reimbursed for your expenses at a later date.

See you ready to go at 9:00 a.m., Thursday, March 22.

March, 1973

ALCOHOL AND TRAFFIC SAFETY WORKSHOPS

The following is a brief description both of the Technical Education Research Centers' Alcohol and Traffic Safety Project and of the Abt alcohol curriculum materials to be used in the workshops.

TERC has a contract with the National Highway Traffic Safety Administration and the Pennsylvania Department of Education to conduct a series of regional workshops pertaining to alcohol and traffic safety. This project is structured to disseminate alcohol and traffic safety curriculum materials and to encourage teachers to use the material in regularly organized K-12 courses. The public schools of the nation are the most logical spots at which to effect wholesale attitudinal changes. The Abt curriculum materials offer an opportunity for a concentrated, coordinated effort to make the next generation of drivers cognizant of the great risks inherent in a gasoline-alcohol combination.

The comprehensive alcohol and alcohol safety curriculum for the K through 12th grade levels includes separate manuals and accompanying activity sheets for each of three instructional levels: K-6, 7-9, 10-12. Each Manual consists of several sections including a traffic safety curriculum outline, detailed suggestions on appropriate teaching methods and ways of developing an alcohol and traffic safety curriculum for a particular grade level, content literature dealing with different facets of factual information regarding alcohol, and an annotated bibliography of alcohol education resources. In addition, there are more than 100 classroom activity sheets for each instructional level. Copies of materials will be given to all workshop participants.

The preface to the Manuals states that no matter how the curriculum is developed or employed, the ultimate objective of alcohol and alcohol safety education is to influence present and future behavior--that is, to promote responsible actions regarding alcohol use. Emphasis has been placed on driver and pedestrian safety in consonance with the concerns and out-of-school activities to be expected of students. A thorough way to deal with student and teacher concerns about alcohol is to address them at several different grade levels. Moreover, responsible use of alcohol is also most effectively promoted when it is treated in a coordinated fashion in several subject matter areas simultaneously or consecutively. This method reinforces learning and emphasizes that alcohol issues are not discrete. Furthermore, it encourages students to view and attempt to cope with alcohol issues from several perspectives.

The activities presented in the Abt materials are based on a concern-centered approach, much of the impetus for this approach being derived from Weinstein and Fantini's Toward a Humanistic Education--A Curriculum of Affect (New York: Praeger, 1970). The Manual defines a concern as a feeling of uneasiness about some unresolved aspect of life. Student concerns provide the most effective stimulus for learning. The ultimate objective of an alcohol curriculum is not simply or primarily to impart knowledge but to develop decision-making skills that result in present and future responsible drinking and abstention behavior, such as not drinking irresponsibly when one will be driving. Motivation achieved by student concerns is predicated as the only successful way to cope with alcohol issues.

ALCOHOL AND TRAFFIC SAFETY WORKSHOP
Program Format

The primary objectives for this two-day workshop are to present to public school personnel the new Abt alcohol and alcohol safety curriculum materials; to familiarize these participants with the Abt materials which stress a humanistic, inter-disciplinary approach; and to encourage those attending to begin planning how best this material dealing with alcohol and traffic safety can be implemented in the local school setting.

FIRST DAY

9:00 - 9:30 a.m.	Welcome (Regional Office, NHTSA) NHTSA's Alcohol Countermeasure Programs
9:30 - 10:00	Pre-Inventory Get-Acquainted Period
10:00 - 11:00	Orientation to Humanistic Approach for Alcohol Education (active participation)
11:00 - 11:20	Break
11:20 - 12:15 p.m.	Presentation of Abt Materials, Vol. I Understanding Concern Objectives (with students)
12:15 - 1:30	LUNCH
1:30 - 2:40	Trigger Films and Discussion (with students)
2:40 - 3:00	Break
3:00 - 4:00	Presentation of Abt Materials, Vol. II Selecting Activities to Implement Concern Objectives
4:00 - 5:30	Planning for Demonstration Mini-Lessons
7:30 - 8:30	Breathalyzer/Intoximeter Demonstration and Discussion of Implied Consent Laws
8:30 - 9:30	Informal Review of Films

SECOND DAY

9:00 - 10:40 a.m.	Presentations of Demonstration Mini-Lessons
10:40 - 11:00	Break
11:00 - 12:00 noon	Review
12:00 - 1:15 p.m.	LUNCH
1:15 - 2:30	Formulation of Plans to Assert Leadership
2:30 -	Post-Inventory Closing Activities

ALCOHOL AND TRAFFIC SAFETY WORKSHIP
Pre-Inventory Form

Name: _____

Position: _____

Address: _____

_____

_____

Date: _____

NOTE: *Each workshop participant is asked to complete all parts of this form. The results will be used to determine training needs of highest priority among the participants and to assist the workshop staff to evaluate the overall effectiveness of the workshop sessions.*

Follow the instructions provided at the beginning of each section.

SECTION A Multiple Choice Items. Underline the most accurate answer to the following questions and/or statements.

1. In most states what blood alcohol level must be reached to presume that a driver is legaliy under the influence?

   (a) 0.05% (b) 0.08% (c) 0.10% (d) 0.15%

2. It is often difficult to convict drunk drivers because

   (a) prosecutors are often poorly prepared for "minor" cases
   (b) plea bargaining takes place
   (c) juries sympathize with the driver
   (d) the charge is reduced
   (e) (b) and (c)
   (f) (c) and (d)
   (g) (b), (c), and (d)
   (h) all of the above

3. The most commonly used type of chemical test for blood alcohol level uses a sample of

   (a) blood (b) saliva (c) breath (d) urine (e) none of these

4. Which of the following <u>least</u> affects blood alcohol level?

   (a) stomach content (b) weight (c) drinking experience
   (d) time elapsed

5. What percentage of fatal traffic accidents involve alcohol use?

   (a) 1% (b) 10% (c) 50% (d) nearly all (e) no one knows

6. The social drinker-driver is dangerous because

   (a) of sheer numbers
   (b) they are not easy to spot and defend against
   (c) they fail to recognize their limitations
   (d) all of these

7. Which of the following is most affected by heavy drinking?

   (a) brake reaction time
   (b) color perception
   (c) the reasoning process
   (d) distance judgment

8. Teenagers are more likely to have difficulty driving safely after drinking because of all of the following except

   (a) driving is a new and complicated skill for them
   (b) they have had less experience with alcohol's effects
   (c) they often weigh less than adults
   (d) they spend more time driving than adults do

9. In regard to current anti-drinking-driving efforts by government and other agencies, the public

   (a) demands an effective program
   (b) exhibits an attitude of tolerance toward drinking drivers
   (c) wants harsh penalties for guilty offenders
   (d) ridicules existing attempts to cope with the problem

10. Statistics currently show that in the United States approximately the following number of individuals will be involved in a serious accident during their lifetimes.

    (a) one out of every five
    (b) two out of every five
    (c) three out of every five
    (d) four out of every five

SECTION B Agree-Unsure-Disagree. In the blank preceding each of the following statements place an "A" if you agree with the statement; a "U" if you are unsure; and a "D" if you disagree.

____ 1. If your best friend is about to drive when he's drunk, that's his business.

____ 2. People who get into accidents after drinking should be punished.

____ 3. Since the odds are pretty small that you'll get into an accident when you're a little high, it's all right to drive home.

____ 4. A drink or two helps people to drive better because it relaxes them.

____ 5. People should never drive after any drinking.

____ 6. Laws against drinking and driving should be strict and enforced.

____ 7. The harmful effects of alcohol should be taught at all grade levels in our public schools.

____ 8. More educational activities should be organized by churches to counteract the hazards people face who drink and then drive.

____ 9. Teenagers run greater risks from driving after drinking than adults do.

____10. Implied consent laws will definitely contribute to fewer traffic accidents.

SECTION C Short Answer Questions. In the space provided, answer the following questions.

1. What is the "implied consent law"?

2. What is the legal penalty in your state for a conviction of driving while intoxicated?

3. At the present time what do you think are the two or three key objectives to be worked toward in this planned workshop on alcohol and safety education? *(Use the back side of this sheet if necessary.)*

ALCOHOL AND TRAFFIC SAFETY WORKSHOP
Post-Inventory Form

Name: _____

Position: _____

Address: _____

_____

_____

Date: _____

NOTE: You are asked to complete all parts of this inventory. The results will help determine the strengths and weaknesses of the workshop as well as to determine the extent to which you found the sessions enlightening and rewarding.

SECTION A -- Evaluate each of the objectives of the workshop by circling the number opposite which most nearly describes the degree to which you think the objectives were achieved. Circling a "5" for example will indicate that in your judgment the objective was achieved very successfully whereas circling a "1" will indicate that the objective was neglected or achieved only to a very slight extent.

OBJECTIVES WORKED TOWARD	EVALUATION SCALE Highest				Lowest
-- Provided information, data, and understandings about alcohol and safety education.....	5	4	3	2	1
-- Involved me as an active participant during the workshop.....	5	4	3	2	1
-- Interpreted the curriculum materials and explained their potential use with children and youth.....	5	4	3	2	1
-- Used a variety of teaching methods and materials.....	5	4	3	2	1
-- Demonstrated how students can be involved in exploring "concern" objectives.....	5	4	3	2	1
-- Explained carefully selected terminology such as breathalyzer test, "concern" objectives, and the implied consent law.....	5	4	3	2	1
-- Developed clearly the idea of a core activity and gave me a feeling of really knowing how to proceed on my own in the development of core activities.....	5	4	3	2	1

Post-Inventory (cont'd)

OBJECTIVES WORKED TOWARD	EVALUATION SCALE Highest				Lowest
-- Stimulated me and increased my confidence in providing leadership in teaching and/or organizing workshops for others on alcohol and safety education.....	5	4	3	2	1
-- Learned how to use and disseminate information about the Abt curriculum materials..	5	4	3	2	1

SECTION B -- Below are some selected aspects of the training sessions, and following each are some evaluation phrases. Please check one or more of the phrases following each item which you think most accurately describe(s) your reaction(s) to the item.

1. The Abt curriculum manuals (guides including activities) are:

_____ well organized.

_____ complete and helpful.

_____ too detailed.

_____ restrictive.

_____ timely in terms of content.

_____ Other reactions (write in) _____

_____

_____

Post-Inventory (cont'd)

2. The Breathalizer Test was:

_____ clearly demonstrated.

_____ given high priority for inclusion in training sessions with youth.

_____ too short a demonstration with insufficient opportunity for questions to be asked.

_____ a very helpful demonstration.

_____ Other reactions (write in) _____

_____

_____

3. With reference to my future leadership in local and/or state and national positions regarding alcohol and safety education,

_____ I feel much better informed than previously.

_____ my confidence in asserting positive leadership has been greatly increased.

_____ I have several reservations about what I can do in my present position. Please list the major reservations you have below

a. _____

_____

b. _____

_____

_____ the training sessions have been "long" on imparting knowledge but "short" on clear action alternatives once I return home.

_____ Other reactions (write in) _____

_____

_____

Post-Inventory (cont'd)

4. My personal attitudes with reference to alcohol and safety education in elementary and secondary schools

_____ have been confirmed and/or positively reinforced.

_____ have changed little as a result of these training sessions.

_____ have shifted in a more positive direction with some deeper commitment to assert my influence than in the past.

_____ Other reactions (write in) _____

_____

_____

5. The audio-visuals (films, etc.) used were

_____ extremely helpful.

_____ too few in number.

_____ too repetitious of content covered in lectures, discussions, and related activities.

_____ vague in content and inappropriate for use with high school youth.

_____ stimulating and improved my understanding of the issues and/or problems central to alcohol and safety education.

6. In comparison with other workshops or training experiences in which I have participated during the last three years, I am giving this workshop an over-all rating of (check one of the items below)

_____ Excellent (outstanding and rewarding).

_____ Well above the average in stimulation and learning results.

_____ About the same (average learning experiences in terms of motivation and quality of presentations).

_____ Below the average in stimulation and learning results.

_____ Weak (lacked the dynamics of a truly worthwhile workshop).

Post-Inventory (cont'd)

SECTION C -- Develop brief answers to the following questions.

1. On the basis of your experiences in this workshop, what suggestions would you make to a committee responsible for planning and conducting other workshops on alcohol and safety education? Be as specific as possible.

2. Briefly describe what you plan to do when you return to your home base to help promote and/or organize educational projects and programs focused on alcohol and safety education and using the Abt curriculum materials.

Post-Inventory (cont'd)

SECTION D -- Agree-Unsure-Disagree. In the blank preceding each of the following statements place an "A" if you agree with the statement; a "U" if you are unsure; and a "D" if you disagree.

_____ 1. If your best friend is about to drive when he's drunk, that's his business.

_____ 2. People who get into accidents after drinking should be punished.

_____ 3. Since the odds are pretty small that you'll get into an accident when you're a little high, it's all right to drive home.

_____ 4. A drink or two helps people to drive better because it relaxes them.

_____ 5. People should never drive after any drinking.

_____ 6. Laws against drinking and driving should be strict and enforced.

_____ 7. The harmful effects of alcohol should be taught at all grade levels in our public schools

_____ 8. More educational activities should be organized by churches to counteract the hazards people face who drink and then drive.

_____ 9. Teenagers run greater risks from driving after drinking than adults do.

_____ 10. Implied consent laws will definitely contribute to fewer traffic accidents.

SECTION E -- Multiple Choice Items. Underline the most accurate answer to the following questions and/or statements.

1. In most states what blood alcohol levels must be reached to presume that a driver is legally under the influence?

   (a) 0.05% (b) 0.08% (c) 0.10% (d) 0.15%

2. In most states a normal-sized man is presumed to be under the influence of alcohol when he has had how many beers or shots of whiskey in one hour?

   (a) 1 (b) 2 (c) 3 (d) 4 (e) 5 (f) 6 (g) 7

Post-Inventory (cont'd)

3. It is often difficult to convict drunk drivers because

   (a) Prosecutors are often poorly prepared for "minor" cases
   (b) plea bargaining takes place
   (c) juries sympathize with the driver
   (d) the charge is reduced
   (e) (b) and (c)
   (f) (c) and (d)
   (g) (b), (c), and (d)
   (h) all of the above

4. The most commonly used type of chemical test for blood alcohol level uses a sample of

   (a) blood (b) saliva (c) breath (d) urine (e) none of these

5. Which of the following <u>least</u> affect blood alcohol level?

   (a) stomach content
   (b) weight
   (c) drinking experience
   (d) time elapsed

6. Which of the folloiwng best describes the effects of alcohol on driver performance?

   (a) blurs vision
   (b) reduces hearing ability
   (c) increases attention span
   (d) reduces ability to react quickly

7. When a non-drinking driver is compared with a drinking driver who has a .05% blood alcohol level, how much more likely is it that the drinking driver will become involved in a traffic accident?

   (a) no difference
   (b) ten times greater
   (c) twenty-five times greater
   (d) no one knows

8. What percentage of fatal accidents involve alcohol use?

   (a) 1% (b) 10% (c) 50% (d) nearly all (e) no one knows

9. Of all alcohol-related fatal car accidents

   (a) two-thirds involve problem drinkers
   (b) most involve social drinkers who had one too many
   (c) one-third involve people who had only a little to drink
   (d) no one knows what kind of drinkers are involved

Post-Inventory (cont'd)

10. The social drinker-driver is dangerous because

(a) of sheer numbers
(b) they are not easy to spot and defend against
(c) they fail to recognize their limitations
(d) all of these

11. Which of the following is most affected by heavy drinking?

(a) brake reaction time
(b) color perception
(c) the reasoning process
(d) distance judgment

12. Teenagers are more likely to have difficulty driving safely after drinking because of all of the following except

(a) driving is a new and complicated skill for them
(b) they have had less experience with alcohol's effects
(c) they often weigh less than adults
(d) they spend more time driving than adults do

13. Excessive drinking may have which of the following dangerous effects on a driver

(a) overconfidence
(b) risk-taking desires
(c) decreased judgment
(d) increased reaction time
(e) lack of concentration
(f) (c) and (d)
(g) (c), (d), and (e)

14. In regard to current and anti-drinking-driving efforts by government and other agencies, the public

(a) demands an effective program
(b) exhibits an attitude of tolerance toward drinking drivers
(c) wants harsh penalties for guilty offenders
(d) ridicules existing attempts to cope with the problem

15. Statistics currently show that in the United States approximately the following number of individuals will be involved in a serious accident during their lifetimes.

(a) one out of every five
(b) two out of every five
(c) three out of every five
(d) four out of every five

CONCERN OBJECTIVES

An objective is an achievement we want to reach. An objective can be handed to us or we can make up our own. A New Year's resolution is an objective but is seldom reached (even though we made it!) because we were not that serious or concerned about it. The objective we will most likely reach is one that reflects deep concerns. Those handed to us by others are unlikely to move us to action unless they are good statements of what we already want to do, or the person presenting them to us threatens or cajoles us with punishment or rewards. An objective (an achievement that we want to reach) is a concern objective for us.

Task 1

Fill in the spaces.

1. A _____ objective is stronger than a wish to do something.

2. As an educator, we constantly use the phrase that we must _____ students so that they will do their work without threats.

3. If you as a teacher build a curriculum or a lesson plan around the problems that students are most concerned with, then your goals can be called _____.

4. If you are concerned with the students' lack of knowledge of the effects of alcohol on reaction time but the students are not, then an objective to increase student knowledge about alcohol is a concern objective for _____.

5. If the objectives for a course or a unit of study grow out of the concerns of students (and others), then the first activity in the unit or course is to discover the _____.

AFTER completing this task, see what the answer key says on Page 3 -- *NO FAIR LOOKING FIRST!*

Task 2

Match the concern with the objective by putting the appropriate letter from the right column (objective) in the space provided at the left (concern).

CONCERNS	OBJECTIVES
1. _____ "What will happen to me if I am arrested for a traffic violation after two drinks?"	a. Students know the legal definitions and consequences of driving and drinking.
2. _____ "Do girls get drunk so they don't have to feel guilty about sex?"	b. Students know the differences among social drinking, problem drinking and alcoholism.
3. _____ "My father has four beers every evening. Is that wrong?"	c. Students know effects of alcohol on sexual desire.
4. _____ "Why are judges and juries so lenient with people charged with drunken driving?"	d. Students demonstrate knowledge of and ability to judge alternate responses to peer pressures, including abstention if personally desired.
5. _____ "What should I do about a drunken driver who asks me to go along?"	e. Students can evaluate social and legal alternates in historical perspective.
6. _____ "What can I say to my friends who say I am 'chicken' when I refuse to go drinking with them on a motorcycle ride in the country?"	f. Students can understand and suggest solutions to social actions judged unacceptable.
7. _____ "Why not make the drinking of alcohol illegal?"	g. Students can make responsible decisions about drinking and driving.
8. _____ "What can we do to improve the programs (other than legal) to reduce accidents caused by drinking?"	h. Students understand and can evaluate alternative solutions to problem drinking.

AFTER completing this task, see what the answer key says on Page 3 --

NO FAIR PEEKING FIRST!

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Task 3

Rank order the following concerns the way you think <u>your class</u> would rank them. Ignore your own beliefs or feelings. (If you do not teach, assume you teach senior high students.)

1 = greatest concern 6 = least concern

<u>Possible Concerns</u>

a. _____ Why do teachers and parents preach to me about alcohol safety but do not practice it?

b. _____ Will I be unpopular if I refuse to drink?

c. _____ What will happen to me if I were to drive after drinking and my parents found out?

d. _____ What is it like to drink or be drunk?

e. _____ Does drinking really affect driving very much?

f. _____ How can drunken drivers be kept off the road more effectively?

Write out what you think the concern objective should be for the item you ranked #1.

_____

_____

_____

_____

. . . . . .

<u>Task 1 -- Right Answers</u>	<u>Task 2 -- Right Answers</u>	
1 = Concern	1 = a	5 = g
2 = Motivate, stimulate, interest	2 = c	6 = d
3 = Concern objectives	3 = b	7 = e
4 = You	4 = f	8 = h
5 = Concerns		

Task 4

Select from the following list three to five concern objectives you believe to be appropriate for students at your grade level. Using the curriculum index as a guide, select at least two activities to implement the concern objectives chosen. Feel free to modify the Abt objectives and activities or to add your own.

_____ What should and what will my parents do if I drive after drinking too much or ride with a driver who has drunk too much? ("What will my parents say if they catch me Friday night driving home from the drive-in drunk?")

_____ Who is, who should be responsible for, and what can be done about alcohol-traffic safety problems? ("Why doesn't the government force car companies to make crash-proof cars?")

_____ How do I and how should I handle pressures from my friends to drink or abstain? ("What can I do about my friends who say I'm 'chicken' when I tell them I don't want to drink with them?")

_____ What are the physical and behavioral effects of alcohol? ("What can happen to me if I drink six beers?")

_____ Should I influence the government and other institutions on alcohol issues? How can I effectively do this? ("How can we lower the legal drinking age to 18?" "Should all states have an implied consent law?" "How can I promote such legislation?")

_____ What should I do about people who drive after drinking too much and people who ride with drivers who have drunk too much? ("What should I do when my brother drives home every Friday night drunk?")

_____ What are the possible alternate drinking behaviors that societies can practice and promote? ("Why doesn't the country just make alcohol illegal?")

_____ What effects can drinking have on driving, on riding as a passenger and on walking as a pedestrian? ("Is my father right when he says that he drives better after a few drinks?")

_____ What are and what should be the laws about drinking and driving? What are and what should be the penalties for illegal drinking and driving? ("Why don't they lock up people who drive whey they're drunk?" "How can we get judges and juries to treat drunken drivers more sternly?")

_____ What is the relationship between social drinking, problem drinking, and abstention? ("My father has four beers every evening. Is there anything wrong with that?")

ALCOHOL AND TRAFFIC SAFETY RESOURCE FILMS/FILMSTRIPS

Unless otherwise indicated, the audio-visual resources listed below are most appropriate for grade levels 9-12. All films are 16mm.

Title and Description	Source	Cost
Alcohol and You Made for teenagers, but also suitable for adults. This film presents a balanced view of the role of alcohol in our society. It illustrates drinking situations and discusses the customs, habits, problems, and solutions associated with the use and abuse of alcohol.	Bailey Film Associates 2211 Michigan Avenue Santa Monica, CA 90404	Film, color $350
Alco Beat Nevada Alco Driver Tests, under the supervision of medical experts, demonstrate the effects of drinking on "guinea pig" drivers tested on a specially prepared driving range--sober versus "under the influence."	AIMS P. O. Box 1010 Hollywood, CA 90028	Film, color 11 minutes $140 Rental (one to three days) $15
The Bottle and the Throttle This film reveals the effects of drinking on drivers. Statistics are used as well as a story about an accident involving teenagers.	Sid Davis Productions 1046 South Robertson Blvd. Los Angeles, CA 90035	Film, black and white, 10 minutes $130 Preview*
The Decision is Yours Presentation of drinking-driving problems with background information on alcohol's effects and with places for discussion breaks built into the slides. Kit with teacher's guide.	National Audio-Visual Center (GSA) Washington, D.C. 20409	Filmstrip, color 30 minutes, sound tape $10 No preview privilege

*Indicates preview privilege--film may be kept for one week for just the cost of the return postage.

Title and Description	Source	Cost
Drinkin' and Drivin' Presents the facts about drinking as related to driving. Designed to help the teenager understand the problem and give him specific suggestions for dealing with it.	GM Photographic Corporation 465 West Milwaukee Avenue Detroit, MI 48202	Film, color $58.19 Preview
Drinking Drivers A proving grounds test gives a scientific demonstration of the effects of increasing blood alcohol count on driving errors.	Mr. James Craig Public Relations Department General Motors Corporation 465 West Milwaukee Avenue Detroit, MI 48202	Film, color $28 Preview
Drivers Who Die Profiles the problem drinker who is responsible for most fatal traffic crashes. This film translates the statistics into human dimensions through the story of a man whose use of alcohol to solve problems has fatal consequences.	Cameron Film Productions 222 Minor Avenue, North Seattle, WA 98109	Film, color $135 Preview
Drugs, Drinking and Driving Experiments at UCLA demonstrate the effects that alcohol and drugs can have on driving. An animated sequence shows effects on the human nervous system.	AIMS P. O. Box 1010 Hollywood, CA 90028	Film, color 18 minutes, $240 Black and white, $215 Rental (one to three days), $25 Preview
DWI - Phoenix This documentary film shows how one city is finding a way to protect itself against drunk drivers via a compulsory-attendance traffic education course for drivers involved in accidents while intoxicated.	Contact your local AAA	Film, color 27 minutes $75 Free loan

Title and Description	Source	Cost
How Much is Too Much? Set in the context of social drinking as a person usually encounters it, this film helps the audience compare the relationship of varying degrees of impairment. Split-screen contrasts sober behavior with the effects of alcohol on coordination and balance.	Alcohol Safety Action Program 732 Lowell Hall 610 Langdon Street Madison, WI 53706	Film, color $30 Preview
A New Look at the Old Sauce Animated filmstrip which presents the history, effects, and uses of alcohol and alcoholism. Appropriate for elementary, junior high and senior high levels.	Texas Commission on Alcoholism 809 Sam Houston State Office Building Austin, TX 78701	Filmstrip, color plus record 17 minutes $7.25 No preview privilege
Point Zero Eight Eight of Canada's foremost rally and racing drivers are subjected to exacting tests to determine the degree a given amount of alcohol in the blood can affect their skill and ability to react.	CTV Television, Ltd. 42 Charles Street Toronto, 5 Canada	Film, black and white, 30 minutes $125 No preview privilege
A Snort History Film with cartoons and live action that stresses that driving involves risk-taking decisions and then illustrates how the ability to judge the reality of these risks is affected by alcohol.	Denver Alcohol Safety Action Program 1845 Sherman Street Denver, CO 80203	Film, color 6 minutes $55 Preview

Title and Description	Source	Cost
The Social Drinker and the Anti-Social Driver Statistical analysis of many auto accidents involving drinking drivers substantiates the concept that it is not the problem drinker who is primarily responsible for most accidents on the road, but rather the social drinker.	AIMS P. O. Box 1010 Hollywood, CA 90028	Film, color 16 minutes $210 Rental (one to three days), $20 Preview
Trigger Films A series of short, open-ended discussion films designed to provoke a stimulating exploration of the role of alcohol in our lives and how individuals can approach the problems of drinking and driving. Discussion leader's guide is available.	Alcohol Safety Action Program 732 Lowell Hall 610 Langdon Street Madison, WI 53706	Film, color Two reels, $30 each Preview

ADDITIONAL RESOURCE FILMS*

Title and Description	Source	Cost
A Beginning Wisconsin ASAP introductory film showing how ASAP coordinates enforcement, rehabilitation, licensing, and public information to reduce alcohol-related crashes	Alcohol Safety Action Program 732 Lowell Hall 610 Langdon Street Madison, WI 53706	Color, $30
Curious Habits of Man A boy watching a television program on animal life observes the striking similarities between the behavior of the guests at a cocktail party given by his parents and the animals he is watching	A-V Explorations Inc. 505 Delaware Avenue Buffalo, NY 14202	Color, 14 minutes $150
For Those Who Drink A filmed lecture by an internationally known medical authority for groups engaged in serious study of alcohol problems. Study aids are available. (Ask for newest version.)	L. L. Cromien & Company 5 Beacham Crescent Agincourt, Ontario Canada	Black and white, $215
Sure, Mac, Sure Ten brief, humorous, one-minute spots looking at popular myths on alcohol use and abuse. (Other similar series will also be available.)	AAA Foundation for Traffic Safety 734 15th Street, N.W. Washington, D.C. 20005	Color, 10 minutes $35
The Secret Love of Sandra Blaine Tells the story of a suburban housewife who has everything--family, home, social position, and a drinking problem. A good illustration of the progression of alcoholism and its treatment.	Hollywood Film Enterprises, Inc. 6060 Sunset Boulevard Hollywood, CA 90028	Color, $150
Time for Decision Describes problem of a lawyer who has become alcoholic and how this has undermined his family and career. Shows him seeking aid from outside resources to reestablish a normal life.	Hollywood Film Enterprises 6060 Sunset Boulevard Hollywood, CA 90028	Color, $150

*All films are 16mm.

NEWS RELEASE

Young people have a great concern about the combination of drinking and driving. Over half the fatal accidents on the highways involve one or more persons who have been drinking. Ten national alcohol and highway safety workshops were recently conducted for K-12th grade teachers to suggest methods for incorporating alcohol safety instruction in the areas of student concerns. Over 580 educators from forty-nine states and Puerto Rico were introduced to curriculum materials prepared for the National Highway Traffic Safety Administration. Personnel from state education and state mental health departments, Alcohol Safety Action Projects, other alcohol related agencies, police and sheriffs' departments, and Governor's Representative for Highway Safety were also requested at each of the workshops.

Technical Education Research Centers, Inc. contracted with the National Highway Traffic Safety Administration (NHTSA) to disseminate the materials to a selected group of teachers. Students who were involved in each workshop expressed real concern that inadequate attention has been given to improper alcohol usage as a part of their total public school education. They emphasized that some information and attitudinal changes could be encouraged throughout elementary and secondary school years and that stress should be placed on the deadly combination of drinking prior to operation of a motor vehicle. The students generally felt that the pendulum is swinging to emphasis on alcohol usage rather than other drugs in the present teenage culture, often with the tacit approval of parents and teachers. They also surprised teachers by listing parental or teacher approbation high on their list of concerns about the use of alcohol.

The educators went home with a renewed enthusiasm to incorporate improved instruction on alcohol safety in school programs at the K-12 level as a result of this viable project funded by the National Highway Traffic Safety Administration.

One or all of the six volumes of curriculum materials entitled Alcohol and Alcohol Safety may be purchased at only the cost of printing from the Government Printing Office, Washington, D. C. 20402.

CHICAGO HEIGHTS ATS WORKSHOP

LIST OF PARTICIPANT INTENTIONS

1. Incorporate the materials into drug education classes for 6th grade science students.

2. Revise the alcohol unit and prepare additional matter for staff use.

3. Disseminate materials, with recommendations as to departmental input towards these materials. Local instructional materials centers can make use of the materials.

4. Rewrite curriculum for other curriculum committees.

5. Read the materials for possible incorporation in the present program.

6. Use the materials and some of the "Trigger Films", revise present curriculum.

7. Incorporate concern objectives, decision-making processes, behavioral objectives and class involvement into the present approach.

8. Present materials to principal and board of education for possible further dissemination.

9. Revise the present instructional unit on ATS.

10. Present suitable materials and activities to the teaching staff.

11. Determine course of action; contact Director of Curriculum about use of the program; attain the help of kids to implement the program.

12. Meet with the Superintendent of Curriculum (K-12); involve classroom teachers and students in the program planning.

13. Try to implement the ideas of the program in the current formation of Health Ed.Steering Committee for continuing health education.

14. Make materials available to local districts thru intermediate district. Incorporate methods and materials into the Alcohol-Highway Education Program for Upper Michigan.

15. Continue the attempt to convince local authorities of the importance of alcohol education. Disseminate information at a local Alcohol Education Seminar.

16. Discuss materials with Substance Abuse Coordinators in Southfield Public Schools; suggest community action before a board of volunteers; use materials in teaching DUIL drivers.

17. Promote Alcohol Highway Safety Project activities for use in safety education curriculums in public schools, driver education classes, and county driver safety schools.

18. Meet with director of elementary education and discuss implementation of the program.

19. Work with other coordinators to supplement classroom instruction on alcohol abuse and traffic safety with knowledge gained.

20. Confer with Assistant Superintendent about ATS workshop and institute programs for K-12.

21. Use materials at the high school level in health and driver education programs. Involve the principal and city directors.

CHICAGO HEIGHTS

22. Disseminate materials for incorporation in a K-12 program.

23. Incorporate some of the activities and order films.

24. Lean heavily upon Abt materials in the current development of curriculum material on drug abuse; educate teachers thru in-service training and curriculum materials.

25. Incorporate the "concern objective" approach into present teaching approach.

26. Report to the decision-making body; influence the development of alcohol education workshops for K-12 teachers.

27. Discuss the ATS topics with curriculum director; disseminate materials through materials center; purchase 16mm films.

28. Discuss materials with steering committee and instructional council.

29. Attempt to implement the program into in the present operational scheme.

30. Attempt to convince the school system that there is a need for alcohol safety programs at the Junior High level.

31. Re-arrange lesson plans on the teaching of alcohol problems to high school students.

32. Use the materials and activities in a drug education program being developed.

33. Report findings to administration; use information at the instructional level.

34. Use materials in adult education and 4th grade classes.

35. Use the materials in 9th grade science classes and in-service presentations in the science department.

36. Encourage the curriculum coordinator to integrate this material into the present curriculum; to make curriculum developers and the principal aware of this material.

37. Discuss materials with curriculum director; implement materials into present structure.

38.

39. Present materials to staff members for possible implementation into present structure.

40. Discuss methods of developing a city-wide program with the supervisor.

41. Concentrate on different goals in teaching health education and incorporate more information into my unit on alcohol education.

42. Use materials for suggestions to the Milwaukee Council on Alcoholism, of which I am a member.

43. Report on workshop; possibly reorganize or plan unit based on suggestions from guide.

44. Inform secondary and elementary coordinators of materials; request a summer workshop (local); disseminate materials through local information center; write a memo to 800 teachers about this information and where to obtain more.

CHICAGO HEIGHTS

45.

46. Obtain "Trigger Films"; organize small group discussions.

47. Work closely with co-unit members on elementary drugs and safety education curriculum planning; stress the perspective and concerns related to alcohol education; assert myself more personally in involvement with people experiencing chemical abuse problems.

48. Organize a project to be included in a 'mini course' this Spring; coordinate materials with guidance department; supplement alcohol education with a unit covering the neural system.

49. Disseminate materials to immediate supervisors and discuss ways of implementation.

50. Develop a unit of instruction for high school students.

51. Present materials to Health and Driver Education department; indicate the need for K-12 alcohol education program, which has been started.

52. Expand the alcohol and drug unit to a greater period of time.

53. Incorporate concepts into a K-6 Traffic Safety Curriculum Guide; conduct workshop.

54. Select appropriate and important Abt materials for instruction.

55. Disseminate material to drug abuse teachers; attempt to improve teaching methods.

56. Utilize the materials in the alcohol unit; disseminate materials to others.

57. Explain the dangers of alcohol more extensively.

58. Attempt to add the materials to the information already available at some or all levels.

59. Make educational staff aware of the material.

60. Discuss the possibility of a school-wide K-12 alcohol education program with the director.

61. Provide a starting point for local high school curriculum directors; improve our own alcohol highway safety project.

62. Present materials to curriculum director; discuss their possible use.

63. Attempt to secure federal funds from Hughes Bill; institute training workshops state-wide; investigate how to influence the state to implement state-wide programs using Abt materials.

64. Discuss with associates procedures and recommendations for presentation to the central administration office.

65. Attempt to start a mini-course on alcohol and its effects using the Abt materials.

66. Attempt to convince supervisors and/or teachers to use the ideas and materials presented.

67. Present Abt material to Elementary Health and Safety committee for their use.

CHICAGO HEIGHTS

68. Utilize Abt materials; develop state plan.

69. Develop curriculum committee based on information and films, and a format and guide for local district use.

70. Advise curriculum committee that alcohol education must be integrated into present curriculum by next September; work toward that end.

71. Further develop my unit on alcohol education for students in Driver Education; work closely with the health director to augment the health education program with knowledge gained.

72. Attempt with others to formulate a curriculum for the elementary school system (local).

73. Continue to develop units on drug abuse, etc. in the classroom; spread enthusiasm to fellow faculty to promote units of similar nature.

74. Use some of the material in classroom instruction; share the materials with other educators.

75. Use of Abt materials in work with adult offenders in the area of attitudinal change.

76. Let my classes explain how we can best use this material.

77. Integrate as much of the information as possible into classes, including role-playing.

78. Present the material to 6,7,and 8th grade health teachers; organize them to present the material to other teachers; coordinate the alcohol and safety units into the same unit.

79. Work with schools - K through college groups.

80. Disseminate and discuss materials to other department teachers; relay information to family and friends.

81. Work through the department to implement the Abt curriculum materials; use some of the ideas in driver education classes.

82. Revise the present program to include a quarter of health instruction for grades 10, 11, and 12; provide more time for study of alcohol, drugs, and sex education.

83. Unsure, because she does no teaching.

84. Review activities for applicability to broad range of subjects; support others who accompanied me in their efforts to use materials; spread word.

85. Get more teachers involved in teaching the effects of alcohol.

86. Utilize some of the methodology in our rehabilitation program.

87. Look over the materials; write a curriculum for Cincinnati Public Schools including a large detailed section on alcohol.

88. Attempt to incorporate the ideas and materials into the present school system.

89. Utilize the information while setting up a high school counseling group on alcohol.

90.

KANSAS CITY ATS WORKSHOP

LIST OF PARTICIPANT INTENTIONS

1. Stress need for alcohol and safety education with educators; combine alcohol and drug education.
2. Encourage school administrators to read materials; involve teachers in alcohol education.
3. Continue participation in the ASAP program with Central Missouri University and the city of Kansas City.
4. Work the program into the present curriculum; stimulate teacher and pupil interest.
5. Attempt to incorporate the materials into the existing program.
6. Work with school nurses and teachers in organizing a program.
7. Introduce these concepts and activities to local district drug curriculum committee.
8. Attempt to organize an alcohol education workshop for teachers; stress affects on the body.
9. Extend the existing curriculum to include more alcohol education.
10. Obtain the film "How Much is Too Much?"; develop present contact with local ASAP; revise Alcohol-Driving curriculum using the materials.
11. Utilize the materials to help implement "mini courses" already planned; possibly prepare a curriculum guide for the existing system.
12.
13. Provide the availability of the materials to staff.
14. Distribute material and encourage others to become involved with the problem.
15. Use the materials and knowledge in driver education program; relay information to teachers.
16. Provide the availability of the materials to staff, expecially driver education teachers.
17. Discuss in depth with the counselor, health teacher; introduce alcohol education through the existing drug education program.
18. Encourage administration to sponsor similar workshops, and to make materials available.
19. Consider ways of updating and reinforcing the existing program with these ideas; possibly issue a bulletin to elementary teachers, and use the materials for a drug education program.
20. Implement some items in drug abuse curriculum; share ideas with other educators.
21. Develop a K-12 teacher workshop using Abt guidelines; give priority to concern objectives.
22. Use activities in own classroom and encourage others to do the same; possible workshop.
23. Disseminate materials to other teachers.
24. Consult with supervisors; integrate materials into curriculum; form a group to develop alcohol education programs.

KANSAS CITY

25. Utilize knowledge gained as a member of a drug curriculum committee and a counselor.

26. Disseminate materials and information to teaching members of District 497.

27. Disseminate materials to those working on a curriculum guide for drug abuse education; encourage them to incorporate alcohol education into their program.

28.

29. Develop a curriculum using the Abt materials.

30. Use Abt materials to help re-evaluate/revise existing 7-12 science/health program to include alcohol education and alcohol related subjects.

31. Study the materials.

32. Will consider what to do.

33. Adapt the materials to my particular department.

34. Conduct more seminars with students, teachers, and parents to gain total involvement.

35.

36. Use the material to help with presentations for a drugs and health education course.

37. Report to the faculty the results of this workshop; arouse their interest; demonstrate how the program can fit into a variety of subjects.

38. Conduct classes with concentration on the behavioral aspect of alcoholism and safety, using scenarios and sketches; influence values, decision-making, and judgment by these methods.

39. Introduce some of the materials, methods, etc., in a small, teacher conference and in-service training.

40. Utilize materials for incorporation into a curriculum for driver and traffic safety education.

41. Improve the safety education program by use of more value realted ideas; improve the K-12 program.

42. Study the materials; investigate the resources available in school and community to reinforce instruction.

43. Discuss my experience and materials with teachers of health classes; use materials in class.

44. Produce K-6 curriculum guide in traffic safety; prepare workshops and in-service training for elementary teachers.

45. Use Abt materials in college prep alcohol course; use teaching styles presented.

46. Integrate Abt activities and materials with present planning; hold training session for teacher groups stressing need, materials, methods.

KANSAS CITY

47. Use in class and encourage other P.E. teachers to use the material.

48. Try to do a better job of promoting education in alcohol safety area; use a variety to approaches to bring out the issues involved.

49. Use materials to augment junior high health program; to include alcohol education.

SHREVEPORT ATS WORKSHOP

LIST OF PARTICIPANT INTENTIONS

1. Motivate the administration to back the Alcohol and Safety program; discuss with co-workers.

2. Use the Abt materials in science class.

3. Introduce material in classroom suitable to course; possibly a 2 or 3 day seminar for the school.

4. Disseminate material throughout education department; motivate and inform students.

5. Discuss the workshop and materials with superior; recommend plans for implementing a state plan of Alcohol-Traffic Safety Education.

6. Present material to other state coordinators to inform schools of the manual's availability to enrich the area of Alcohol Education.

7. Revise present drug abuse program, using activities from the guide if appropriate.

8.

9. Give the manual to the director of drug abuse program for study.

10. Inform the administration of the workshop and present the materials to it.

11. Report the need for alcohol education to my superior; discuss personal ideas and how to apply them.

12. Work with those who are now developing a drug abuse control curriculum for our system; adapt audio tapes and visuals from the Abt materials.

13. Follow many of the suggestions and methods demonstrated at this workshop.

14. Turn over material to the drug project to help develop curriculum.

15. Summarize the workshop to principal and supervisors; attempt to stimulate interest in a program for alcohol abuse.

16. Meet with curriculum director, counselors, and departmental head to inform them of the need for and the benefits of a alcohol education program, and the ease with which the materials can be adopted; work through the P.E., English, Biology, and Health Education departments to introduce the materials.

17. Develop a program through various departments; get support for added adult education classes; try to gain the interest of various civic clubs as a guest speaker.

18. Present a plan to the Superintendent and staff for a community meeting to decide what is needed in the area for alcohol education.

19. Pass information on to all driver education instructors and reinforce the classroom phase of driver education with the information from the workshop.

20. Present information and materials to superintendent and director of instruction; explain the need of implementing program to teachers.

SHREVEPORT

21. Relate the ideas to co-workers in the lab school, which is interested in implementing alcohol education into the curriculum; extract the concern objectives from the elementary curriculum guide for use with the students.

22. Use the Abt materials in teaching students.

23. Report to the administration; talk with student representatives; try to stimulate enthusiasm in other teachers to implement aspects of alcohol education in their areas.

24. Attempt to generate interest of other elementary teachers to emphasize alcohol education in their drug education curriculum more than it has been.

25. None.

26. Use the materials as much as the school system will allow.

27. Attempt to work through local CTA program to initiate some plan or project that would fit the present curriculum.

28. Attempt to organize workshops at the college and try to get the high schools from the community to participate.

29.

30. Work through the drug education division of the State Department of Education; make them aware of the materials; inform the education service centers of the materials, etc., and possibly organize workshops through them.

31. Discuss with supervisor; attempt to start a program at the junior high level.

32.

33.

34. Use these materials to help systems with their alcohol education efforts.

35. Use the materials for a short presentation in classroom.

36. Workshop information will be included in the health program, where applicable.

37. Introduce some or all of the material in conjunction with the efforts of San Antonio ASAP.

38. Discuss a program with the superintendent and the school board.

39. Hold a series of mini-workshops with teacher team leaders to implement alcohol education into a newly organized drug education program.

40. Introduce some concepts to curriculum planning teams.

41. Include information in a K-9 curriculum program.

42. In-service training to junior high level teachers to demonstrate effective use of materials.

43. May use materials in Driver Education and Drug Program.

SHREVEPORT

44. Use the materials as research information for teachers.

45.

46. Let the public education specialist review the material.

47. Develop a unit to be implemented in each science course 9-12; provide for elementary teachers 1-8 to integrate materials in regular course materials.

48.

49. Explore with school staff and community organizations the desirability of implementing an alcohol and traffic safety program within the local schools.

50. Discuss our situation with our superintendent.

51. Present material to county school officials; work with them in developing a program.

ATLANTA ATS WORKSHOP

LIST OF PARTICIPANT INTENTIONS

1. Spend two weeks teaching and discussing the Abt material in social studies classes on a trial basis.

2. Determine how the material will fit local needs.

3. Introduce the material through in-service program; apply ideas, etc., to existing interdisciplinary curriculum.

4. Work with selected interested school systems in developing programs; work with universities on program development for teacher preparation.

5. Review material to determine how it can aid the development of curriculum guides in driver education and pedestrian safety.

6. Determine best means of implementation of material in local situation; follow through.

7. Discuss the workshop with fellow participants; expose certain key people to the manual, and tell them about the workshop.

8. Use the material for resource information; share the material with other teachers; implement appropriate material into the drug education program and the total curriculum.

9. Make teachers, supervisors, and students aware of the need for alcohol education; use materials as a springboard for further activities.

10. Nothing.

11. Follow through on plans to discuss the Abt materials with a committee on curriculum changes for the '73-'74 school year.

12. Show reading bibliography to English and Health teachers; inform drug program coordinator of what has been learned from the workshop, and help him coordinate alcohol education with the drug education program; intensify study of alcohol and its affects and implications in organic chemistry classes.

13. Form a committee and discuss implementation with the principal; determine how to develop an alcohol education program.

14. Work with groups to determine what material is applicable and how to implement it.

15. Maximize the Abt materials in the development of an ASAP curriculum in Maryland.

16. Talk with guidance and administrative personnel; possibly implement material.

17. Try to cover for the embarrassing lack of information which came out of this conference.

18. Give the materials to a committee on alcohol education.

19. Motivate various agencies to start some action on the problem.

20. Introduce material to elementary curriculum superintendent; present material in an in-service program in the local school.

ATLANTA

21. Use the material as research information in the school library.

22. Use the material to improve existing drug education program (K-12).

23. Expose the ideas to co-workers and department heads for their consideration and appraisal; use the materials in education planning for today's youth.

24. Make students aware of the alcohol problem in social studies classes; inform other teachers of the material, its availability, and how to use it; attempt to influence the development of alcohol education courses.

25. Present and discuss the packet of materials with the Director of Instruction of Charlotte-Mecklenburg public schools; use materials and references in developing a new and modifying an existing DVI school.

26. Introduce and suggest methods of curriculum implementation through workshops with teachers in order to develop an alcohol resource person for each school, or each district.

27. Meet with selected teachers, principals, and consultants to brief them about the workshop, the materials, and to ask for suggestions on implementation; make the materials available to driver education people; ask the curriculum developers to use the materials.

28. Talk to people in the Department of Education; let them review the materials to determine the possibility of a state-wide program.

29. Inform principal of the workshop; include alcohol and traffic safety in lesson plans and work towards including it in the total curriculum.

30. Evaluate, compare, and supplement our on-going curriculum with the workshop guides.

31. Present the information from the workshop to the elementary curriculum revision committee to be included in the new elementary curriculum.

32. Use the material as resource information in the materials center for teachers of drug education; work toward setting up a program on the elementary level.

33. Incorporate many aspects of the Abt materials into the driver education program.

34. Develop lesson plans on the subject to be used for rainy day programs.

35. Organize a workshop for alcohol education personnel.

36. Discuss ideas with the principal and department heads; meet with the social studies department to influence the development of a curriculum for the 7th grade.

37. Present the material to the principal, who is chairman of a committee developing a county health curriculum guide; incorporate the material on all grade levels; present material to the elementary guidance committee in-service training.

38. Develop a presentation for students of all grades; organize junior and senior high students in a group to relate to other students; work with State Department of Education to include alcohol education in the curriculum for all schools.

39. Work with driver education instructors to utilize material in classroom; work with coordinators of other disciplines to develop greater student exposure to problem.

ATLANTA

40. Investigate, discuss, suggest.

41. Make known the availability of materials to teachers in the health, drug education, and driver education departments; attempt to inform the central office of the need for use of this type of teaching, especially in elementary schools.

42. Work with associate superintendent to use the material for alcohol and drug program.

43. Recommend to superintendent that a committee be formed to review materials and develop a method of implementation.

44. Distribute information to all Georgia schools.

45. Use materials to supplement others in the organization of workshops in the community.

46. Add the materials to the existing program.

47. Show materials to friends in class; answer questions about the workshop.

48. Introduce material to teachers; disseminate information to all departments through in-service committee.

49. Meet with selected supervisors to discuss possible implications of use.

PORTLAND ATS WORKSHOP

LIST OF PARTICIPANT INTENTIONS

1. Convince the principal of the need for alcohol education; work out a plan for implementation; give moral support to the health teacher who plans to use materials influence the curriculum developer to include these materials.

2. Conduct an in-service workshop; implement the use of many of the methods demonstrated.

3. Report to principal; present material to other teachers and resource teacher; use the material in class as opportunity dictates.

4. Incorporate material in traffic education classes; use materials as reference in district library.

5. Distribute materials to regional substance abuse coordinators; invite teachers to a community substance abuse workshop.

6. Make materials available to instructional materials committee and teachers.

7. Portions of the material will be inserted into a grade five pilot model which has already begun to develop in the health curriculum; books will be taken to six school districts and effort made to use the materials.

8. Implement materials into health education and traffic safety curriculums; convince the superintendents that alcohol education will not hinder other fields of education.

9. Explain knowledge gained to teachers and principals.

10. Discuss implementation with staff.

11. Share information with comprehensive health planning task force on substance abuse.

12. Mention and share materials with other teachers.

13. Share the information with assistant superintendent in charge of instruction.

14. Implement the material into elementary curriculum.

15. Make principal aware of possible implementation of program; use the materials on a high school level in health education classes; share information with other instructors.

16. Meet with health education coordinator and others from groups to decide on means of implementation.

17. Use materials in classroom teaching.

18. Implement ideas into already existing course.

19.

20. Use materials through workshop curriculum team in traffic safety education; contact leading teacher training college for its use of materials; work with health supervisor.

21. Promote use of the materials to the local principals and resource teachers.

22. Use the materials in the driver education classroom.

PORTLAND

23. Submit information to higher authority to determine to what extent the safety patrol will participate in programs in the state.

24. Introduce material in the elementary curriculum in '73-'74 school year.

25. Use parts of the program in class; make materials available to other health teachers and encourage them to incorporate concern objectives into their teaching methods.

26. Use some of the materials in class; introduce and explain materials to other teachers in other programs also.

27. Use materials to reinforce present work in alcohol education; develop different approaches in existing program.

28. Introduce materials to health staff (university); possibly include materials in teacher preparation course in health and safety.

29.

30. Provide information to the director of health education; help to evaluate the possibility of its further use; implement some of the material in the classroom.

31. Update present curriculum; use some of the activities to supplement curriculum; present materials to other members of the staff.

32. Present materials to curriculum director and elementary faculty to determine the feasibility of the program.

33. Present information to director of health education; determine adaptability of materials to present driver education program; meet with curriculum directors; possibly present materials to deputy superintendent.

34. Present and promote materials as 'model curriculum' to traffic safety education teachers at all levels and college teacher preparation personnel.

35. Recommend selected parts to classroom teachers; use in workshops and in-service programs; perhaps incorporate much of this into a more comprehensive program, train key people, provide a competent resource person, establish data gathering process.

36. Use the materials as a guide and resource for staff use as a health education supplement; report to administrative council; report to school advisory council and ask them for direction; form a committee of parents to promote the program.

37. Develop curriculum plans with staff members for all the disciplines.

38. Educate self further on the topic of alcohol education.

39. Use the guide and its activities to supplement traffic safety class units on alcohol; implement some of the materials into a district curriculum guide being developed.

40. Use materials in classroom; influence teachers.

41. Revise alcohol education unit using materials; share materials and help driver education instructors if needed.

PORTLAND

42. Continue doing a needs assessment and eventually write a curriculum that deals with the reasons why people in our society are not satisfied to the point that they become substance abusers; coordinate programs of prevention.

43. Teach drug abuse in school systems as a resource person; attempt to encourage local administrations to implement program.

44. Present materials to superintendent of schools, principals, and other facilitators; form a team of fellow participants to present the program.

45. Work with state traffic safety peesonnel to further use of materials on the elementary level; influence K teachers to act on a program; attempt to influence the curriculum council with techniques demonstrated at the workshop.

46. Use materials in traffic safety classes; introduce activities to school district traffic safety instructors at monthly in-service meetings; build support in other disciplines.

47. Use methods provided for education in the areas of alcohol and health.

48. Consider implementation of pilot projects; make materials available to related agencies and institutions; teacher in-service introduction of materials and information.

49. Incorporate materials into a health curriculum guide; use as material for teachers who need instructional material for alcohol; survey students to find out how much they know about alcohol.

50. Use materials in the classroom; present the information to the district so they may establish a K-12 program.

51. Use materials in health class; plan a traffic safety - health education workshop for students.

52. Study materials; use information as evidence for in-service approaches; distribute sample materials; organize a meeting to demonstrate need and method of alcohol education to assistant superintendent.

53. "Train" the health teacher in the use of these materials; update and implement an old health education guide using some of the information; make others believe in the program.

54. Report to assistant superintendent about the workshop; present the materials and program, and the possibilities that can be worked out.

SACRAMENTO ATS WORKSHOP

LIST OF PARTICIPANT INTENTIONS

1. Make materials and information available to fellow driver education teachers and others interested; organize departments to present a positive attitude to the assistant superintendent of curriculum.

2. Continue providing information on alcohol education and developing alcohol education.

3. Develop a plan using the materials in the guide.

4. Assist in the planning of a teacher workshop on alcohol education at U.S.C.; plan for greater emphasis of alcohol education in the existing curricula of junior and senior high schools.

5. Establish committees to disseminate information; plan workshops and purchase A/V materials to give a better coverage of the issue.

6. Report on workshop to elementary principals; plan for in-service of material is possible if enough demand is present; pilot use of materials will be implemented.

7. Educate district personnel and promote a stronger alcohol unit in public schools.

8. Discuss curriculum guides with school district officials and juvenile court judges who are requesting programs to refer juvenile drunk driving offenders to.

9. Discuss workshop with the superintendent; attempt to start a program for one class and upon evaluation, implement it into other classes.

10. Use material to help develop a program in health education.

11. Use material in group counseling sessions with students; share material with other teachers in the district.

12. Buy two films, one of which is "Ninety-nine Bottles of Beer"; implement some of the material into the driver education classes; meet with teachers to demonstrate use of materials, then disseminate it.

13. Revise present alcohol education curriculum.

14. Use materials in classroom and other alcohol related programs; use some materials personally with family; attempt with other teachers to digest the techniques.

15. Conduct teacher-workshop activity to incorporate materials into health unit; classroom use of materials in fall, 1973; attain intra-departmental involvement.

16. Use materials in classroom; disseminate materials throughout district.

17. Become more secure in use of the material; discuss materials and need with superintendent; develop in-service education program; implement appropriate areas of the curriculum; evaluate these efforts.

18. Influence teachers to realize need for alcohol education and to desire to help students meet alcohol related problems.

19. Review materials with other curriculum supervisors to determine comparability with materials now in use; establish a committee of driver education teachers to review materials and make recommendations for implementation.

SACRAMENTO

20. Help develop a curriculum for K-8 program as a consultant, teacher, and administrator take a student survey to show need; help in development of central resource area.

21. Demonstrate materials; discuss with curriculum planners.

22. Discuss the activities as part of curriculum in all school districts throughout the state of California; implement program into districts via area workshops; influence attitude change and techniques.

23. Revise unit on alcohol education for safety education classes; make materials available for other department members; make district coordinator cognizant of his role to be more influential in establishing priorities for this program; attempt to form a unified body of concerned teachers to bring pressure upon the district leaders.

24. Use materials to promote them for the safety education department.

25. Use materials to develop a unit on the effects and concerns of alcohol for 10th grade safety education courses.

26. Use selected materials for teaching students; use several of the activities in Volume II.

27. Present materials to curriculum area coordinators and encourage them to work materials into present curriculum; help others use the materials in their school; use them in church work and boy scout activity; survey students to determine need.

BALTIMORE ATS WORKSHOP

LIST OF PARTICIPANT INTENTIONS

1. Report on knowledges gained to assistant superintendent; make suggestions for possible implementation of materials.

2. Work with others to formulate a plan to present materials, etc., to authorities for implementation at all levels.

3. Actively seek inclusion of the basic concepts and techniques in present curriculum and system-wide reading improvement program; specific information will be reported to the associate superintendent, curriculum and the assistant superintendent, secondary, vocational and adult divisions.

4. Confer with principal on the seriousness of the subject; inform the curriculum committee of the necessity of involving the school in a program that is more developed than the existing; encourage the inter-disciplinary approach.

5. Meet with vice-principal to make this a departmental concern; attempt to encourage the superintendent to formulate the program throughout the county.

6. Use materials to aid in the revision of the Fairfax County Health Curriculum Guide.

7. Implement program into health education curriculum; present materials to staff.

8. Help provide some funding subsidy for action projects.

9. Influence supervisor of health, physical education, and safety, and assistant superintendent curriculum director to stress the use of this material within the system.

10. Disseminate materials in school district on all levels; share materials with administrators and faculty.

11. Include reference to the materials and methods in total health education in-service education and cooporate with any other groups within the state for implementation.

12. Plan to meet with regional NHTSA representatives to explore methods to implement the program within the commonwealth.

13. Present curriculum information to district curriculum council.

14. Use materials in ASAP Driver Education school; furnish materials to physical education instructor to disseminate among contacts in other schools.

15. Bring concepts and materials to the attention of the county curriculum council; work with faculty members to implement materials.

16. Have program specialists in elementary and junior levels introduce materials through workshop sessions with local counties.

17.

18. Insert a unit in alcohol education with various approaches and student involvement.

19. Impart knowledge gained to co-workers and principal; use information to determine student concerns with safety.

BALTIMORE

20. Continue to approach teachers and students in a realistic and empathetic way; caution them on the "hard sell" approach and compartmentalizing this problem and material.

21. Encourage people who are in a position to conduct a workshop to do so; stress the dangers of alcohol to students.

22. Conduct a one day workshop for all personnel involved in drug education; the elementary and junior and senior high will have the opportunity of exploring the curriculum proposed; possibly attain the help of outside resource people; plan a county-wide implementation into the health education, social science, driver education, etc., curriculums.

23. Use information and techniques in a county-wide student forum, in alcohol workshops in the community; attempt to interest a school district to pilot a project in the area.

24. Let staff use the materials to improve their classes.

25. Contact principal and department head and go over the materials; implement this unit into lesson plans on drugs and alcohol.

26. "Sell" these curriculum methods and material to drug coordinator; offer our team as a K-12 resource to our drug action teams which are now operable in all schools; acquire more resources.

27. Continue to use Abt materials as resources for the ASAP curriculum being developed in Maryland; supervision of pilot curriculum, re-write, and implementation.

28. Report to superintendent.

29. Implement materials, knowledge, etc., into present unit of instruction in alcohol education; share information with health teachers in the district.

30. Present materials and objectives to the Department of Public Instruction; seek support to implement the program in the K-12 alcohol education curriculum .

31. Make colleagues aware of the material; help in any possible way.

32. Discuss plans with principals and supervisors.

33. Distribute copies to local school systems; explain the concept to county personnel.

34. Present material to staff for utilization.

35. Use Abt materials more.

36. Write alcohol education into a safety education curriculum for the elementary level.

37. Incorporate materials into the safety curriculum currently being developed for D.C.

38. Make use of the material.

39. Meet with personnel and members of the school system to motivate them to work in the field of alcohol education.

40. Help others to implement alcohol education into the present curriculum.

BALTIMORE

41. Discuss the program with the directors of education and the associate superintendent.

42. Discuss program with superintendents and directors and help whenever possible.

43. Discuss a program proposal and the materials with director of instruction and associate superintentent of instruction.

44. Organize workshops on county level to help teachers know how to use the materials.

45. Use the manuals to develop teacher guides for all grade levels.

46. Present program to faculty and interested groups.

47. Organize a program on alcohol safety in driver education program.

48. Discuss workshop with principal and health educators and inform them of the materials.

49. Continue involvement in the field of alcoholism; categorize material so that educators will concern themselves with it.

50. Purchase manuals for all schools; design workshops for school personnel.

51. Impart knowledge and information to safety and other interested personnel.

52. Brief school system leaders; present materials and concepts to curriculum committee to facilitate more inclusive and interdisciplinary approach to the subject.

53. Do a similar workshop with local elementary schools.

BINGHAMTON ATS WORKSHOP

LIST OF PARTICIPANT INTENTIONS

1.

2. Use materials as resource for re-developing health curriculum to include drug education.

3. Revise present driver education curriculum using techniques from the workshop.

4.

5. Use materials and methods in driver education, and get others to use it.

6. Study the guide; contact the health education curriculum supervisor repeatedly for follow-up; translate some activities into Spanish; attempt to get a short pilot project underway through the ASAP educators; develop an evaluation for this program; report to the education secretary.

7.

8. Read the Abt guides; determine applicability to existing programs; stimulate interest; revise for use in elementary schools; incorporate techniques into classroom.

9. Inform others of the information provided by the workshop; place materials in library with an explanation of how they can be used; develop a pilot program.

10. Develop a complete alcohol program, using Abt materials.

11. Implement the Abt guide on the local level as a resource material.

12. Encourage educational leaders to implement an alcohol safety program; offer consulting services; write a critique of the factual material presented in Volume I.

13.

14. Implement lesson plans in my Health Education class; present material to Herkimer BOCES.

15. Development of teacher in-service programs; use materials in the development of total school safety education.

16. Present material to the administration.

17. Study the curriculum manuals and share this information with others.

18. Present the material to the assistant principal and superintendent in charge of curriculum.

19. Use materials in the development of alcohol safety drug abuse program.

20. Present the curriculum to the health coordinator in the area.

21. Implement ideas from the Abt curriculum into already existing sociology and human relations courses.

22. Speak to supervisor; utilize techniques in classes; review the concepts of the workshop with health teachers.

23.

BINGHAMTON

24. Meet with health educators; implement ideas brought out in the workshop.

25. Use aspects of the workshop in driver improvement class.

26. Develop a training session for health teachers on alcohol.

27. In-service training for teachers, parents, community leaders, and students.

28.

29. Implement the Abt curriculum into the health education program.

30. Speak to educators and present materials.

31. Use materials to supplement classes, especially techniques to stimulate and motivate class.

32. Introduce and reinforce the Abt materials in workshops to teacher in-service education.

33. Continue work to improve health education in the area of alcohol.

34. Inform staff of the workshop; revise health courses.

35. Plan teacher seminars for the material relating to driver education.

36. Discuss curriculum with co-workers.

37. Conduct teacher in-service workshop.

38. Use guide as a resource.

39. Disseminate materials to department; assist staff in using materials.

40. Conduct 4 to 6 staff development workshops for ten staff leaders to implement information in their own districts.

41. Incorporate alcohol and safety education into an already existing drug education program.

42. Use materials in the development of an alcohol safety program for the schools, geared to junior and senior high level with special emphasis on drinking and driving.

43. Analyze material; choose material best suited for reproduction and distribution to local school personnel.

44. Plan and organize activities with health and driver education departments for classes.

45. Notify teachers of availability of curriculum.

MANCHESTER ATS WORKSHOP

LIST OF PARTICIPANT INTENTIONS

1. Plan an in-service workshop for junior high teachers; incorporate ideas into courses.
2. Attempt to implement the knowledge and material source into driver education courses.
3. Develop in-service program for K-12 teachers.
4. Encourage the education committee to take positive action to incorporate workshop ideas; discuss and disseminate the information and materials to and with members of the health and science departments, and driver education instructor.
5. Try to overcome public apathy to these problems.
6. Discuss with administration the possibility of starting or enlarging alcohol ed program.
7. Inform teachers of the availability of the materials; help implement a program.
8. Organize an after hours class for students; develop a ten week mini-unit using an historical approach to the problem for the American civilization classes.
9. Develop a unit on alcohol for Health Education classes.
10. Work in cooperation with Department of Education to encourage use of Abt materials.
11. Inform staff of workshop; determine ways to educate teachers to the program; mail a questionnaire to parents to determine reaction to safety and alcohol program; approach authorities for acceptance and assistance in the implementation of a program.
12. Obtain funding to provide curriculum materials for schools; work with others to expand and improve alcohol education in the communities and schools.
13. Use materials in presentations to educators.
14. Explain material to superintendent of curriculum; contact community organizations connected with alcohol education; organize and plan teacher workshop; secure materials; write a project for the National Highway Safety Bureau; follow-up on other participants.
15. Present program to administration; attempt to identify needs of the area.
16. Disseminate materials to science teachers of the school system; advise them to update lesson plans on the subject of alcoholism.
17. Organize a required training session for all driver education teachers guidance personnel on the state level.
18. Generate action in other departments to implement a more effective program; place greater emphasis on the effect of teaching techniques.
19. Contact those responsible for implementing such a program on all levels; discuss need with the superintendent and school committee; discuss with the principal the possibility of including excerpts of the workshop in driver education classes.
20. Use the guide to begin curriculum planning for next year.
21. Include use of curriculum in state annual work program an fiscal year 74-75.

MANCHESTER

22.

23. Use materials in the organization of a workshop in driver education.

24. Implement material in driver education program; promote this course of study to administrators and department chairmen.

25. Consider introduction of the concern objectives in my classes which will perhaps serve as models to other teachers.

26. Confirm the fact in Massachusetts that alcohol education fits in with the current human development program in drug education.

27. Contact local ASAP; contact state or governor's representative about 402 funds; read materials more thoroughly.

28. Implement state-wide K-12 alcohol education within safety education.

29. Implement aspects of alcoholism in sociology and other courses that deal with social problems.

30. Attempt to promote the inclusion of alcohol education to a greater degree in K-12.

31. Offer ASAP information resources to any group interested in promoting this curriculum; offer full cooperation in the area of publicity.

32. Urge the Maine DOT to consult with the Department of Education on the feasibility of considering such a program.

33. Continue involvement in these programs.

34.

35. Determine possible use of materials in the community and make the necessary recommendations.

36. Use information and materials from the workshop to aid the organization of an in-service health education workshop.

37.

DENVER ATS WORKSHOP

LIST OF PARTICIPANT INTENTIONS

1. Inform county contact persons of the Abt curriculum materials; attempt to make a proposal to the office of Alcohol Program Management which would allow the Department of Education to give in-service to county leaders.

2. Present information to the curriculum director and discuss program possibilities with him.

3. Discuss with curriculum director the possibility of including a unit of alcohol education on all levels.

4. Present information and materials to others; determine how to implement a program.

5. Allow class time for alcohol education; persuade other staff members to use material.

6. Implement a unit of alcohol and related problems in 8th grade social adaptability program.

7. Use personal influence to promote alcohol education.

8. Organize a workshop for selected teachers; try a 1, 2, or 3 week in class program.

9. Discuss program with local school board members and superintendent, implement materials into existing health curriculum.

10. Discuss workshop with administration; solidify a program of implementation.

11. Meet with state level personnel and local school boards to initiate inclusion of alcohol education into existing curriculum; develop the support of service clubs, and other community organizations; gain media support and utilize publice service time.

12. Integrate curriculum strategies in state workshops; use Abt materials to help update present curriculum; announce availability of materials to districts.

13. Explain use of materials and solicit support of representatives of the health and safety education teacher preparation programs; discuss materials with drug education supervisor as to how implement them; include in newsletter an article on the materials and information; on availability; explain materials to area school administrators.

14. Implement materials into the teacher training programs of the colleges and universities conduct teacher training workshops.

15. Include materials in health curriculum plan.

16. Work with the state specialist for HPER to determine direction for implementation of Abt materials.

17. Implement materials into existing K-12 curriculum guide in health and family living.

18. Use the materials in health class; expose other teachers to the information.

19. Develop in-service training for driver training programs with emphasis on senior high guide; meet with superintendent regarding elementary program implementation.

20. Seek financial support from the state and manpower from community groups; present materials to educators and discuss need.

DENVER

21. Implement materials into driver education program, using classroom and field trips.

22. Seek funds from the state; organize a committee to plan and develop program; plan for implementation next fall with in-service for teachers.

23. Organize a total school staff workshop that includes interested community persons to stress the importance of an alcohol education curriculum.

24. Incorporate information into workshops for driver education people; share information with K-12 safety education consultant; make resource list available to driver education instructors.

25. Implement materials and ideas in class; work with Drug Education Center; promote the need for alcohol education in elementary level to administration.

26. Possibly organize workshops to provide college educators in traffic safety education and health education with the materials.

27. Use materials in group guidance classes.

28. Establish a committee to implement these programs; suggest workshops for teachers on how to use the manuals.

29. Present materials to junior high teachers; talk to school administration about using the curriculum in traffic education.

30. Work with the curriculum director on a committee to formulate plans for implementation.

31. Become involved with the community approach to alcohol education.

32. Try to involve state people with alcohol education; discuss program with administrators and supervisors.

33. Work on elementary lesson plans.

34. Present information to elementary teachers and gain their support; present materials to building principles, Board of Education, community groups.

35. Incorporate information and new ideas into classroom driver education course.

36. Use materials for resource in planning drug problem workshops; try to include materials in an existing four part drug education curriculum package just released to districts.

37. Plan teacher in-service session; discuss implementation with school board and parent groups.

38. Contact school boards and PTA organizations in the pueblos; work through principals to present short workshops for teachers; reinforce workshop information by visits to schools.

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ON ALCOHOL AND TRAFFIC SAFETY

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ON ALCOHOL AND TRAFFIC SAFETY

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TO: ALCOHOL AND TRAFFIC SAFETY WORKSHOP PARTICIPANTS

FROM: Dona Tiryakioglu and V. E. Burgener, Project Co-Directors

We would again like to thank you for your wholehearted participation in the Alcohol and Traffic Safety Workshops. If you asked for extra copies of the curriculum materials, we understand all requests have now been filled by the National Highway Traffic Safety Administration (NHTSA). Our business office also assures us that all participant expense checks have been mailed.

As mentioned during the workshops, a follow-up evaluation of curriculum implementation will be conducted. We will be in touch with you after school starts next fall. This allows time to again review the curriculum material and at least work parts of it into your schedule. Extra copies of any of the six volumes are available from the Government Printing Office (GPO) but should be ordered early to allow for slow delivery. Enclosed is an order blank to use when ordering additional copies from GPO.

NHTSA money under Section 402 of the Highway Safety Act of 1966 is apportioned to each state and is distributed according to a State Highway Safety Annual Work Plan developed by the Governor's Safety Representative. Alcohol education curriculum materials and teacher training is often included as a part of this state plan. The name and address of the Governor's Representative from your state is enclosed. Please don't hesitate to contact him for information.

Have a very pleasant summer. We'll "see" you next fall. If you have any questions or any exciting plans for summer alcohol curriculum implementation or teacher training that will occur before we again contact you, write or call us collect. Be sure to let us know of any present or imminent change of address.

June, 1973

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FOLLOW-UP INVENTORY

REGIONAL WORKSHOPS ON ALCOHOL AND TRAFFIC SAFETY

You no doubt recall that at the Alcohol and Traffic Safety Workshop you attended last winter, we indicated we would contact you to determine what value the alcohol and traffic safety materials and workshop content have had in your program this school year.

Please take a moment to complete the follow-up inventory and return it to us in the enclosed self-addressed, postage-paid envelope. We need to have the inventories back no later than December 20 for analysis and tabulation. We are trying to get a comprehensive follow-up from all participants so please complete and return the inventory at your earliest convenience.

Thank you and have a happy holiday season.

Dona Tiryakioglu
Project Co-Director

****

Name:_____

School:_____ School District:_____ Other:_____

Position:_____
(If teacher, indicate grade level and subject matter area.)

1. Have you been assigned and/or have you assumed any curriculum responsibility in alcohol safety education since you returned from the TERC workshop you attended? Yes_____ No_____

2. Indicate the effect the following items would have on your ability to improve alcohol and traffic safety programs:
   NA = Not Applicable L = Low Priority H = High Priority

   _____ additional resources (audio-visuals, supplemental reading materials, research reports, etc.)

   _____ more cooperation and support from the administrators with whom I work.

   _____ more assistance and follow-up from the State Department of Education personnel

   _____ closer working relationships with related agencies

   _____ a more positive pattern of support from local boards of education

   _____ further in-service training to gain more knowledge and confidence in teaching and/or developing programs about alcohol and safety education

   _____ other_____

3. Summarize any reactions you have heard others express about the ABT curriculum manuals and/or supplemental materials to which you were exposed at the workshop sessions _____

_____

_____

4. Are there any plans to order additional copies of the ABT curriculum materials for use in your school system, state or community?

Yes_____ No_____

5. Has there been a noticeable increase in the emphasis on alcohol and safety education in your school system, state or community since you attended the workshop? Yes_____ No_____

6. Indicate the level of your leadership and effort to strengthen alcohol and safety education instruction in relation to the following items:

M = Much Effort S = Some Effort N = No Effort

_____ Presented ABT materials to curriculum committees

_____ Extended discussions of resource and plans with school administrators and teachers

_____ Focused on intensive use of ABT materials with students in my classes

_____ Disseminated information about ABT materials to civic leaders and had follow-up contacts.

_____ Planned and conducted one or more special in-service activity (activities)

_____ Developed a mini-course based on the ABT materials

_____ Integrated ABT materials into existing courses on alcohol and safety education

_____ Introduced new "methods" or "approaches" of instruction to others in my school system or under my supervision

_____ Promoted the use of the ABT materials on a system-wide basis (primary level through senior high school level)

_____ Revised existing curriculum on alcohol and safety education

_____ Other (write-in a brief description of your concentration of effort if the above entries are not relevant to your situation)

_____

_____

7. With how many teachers have you discussed the materials since the workshop? _____ With how many administrators? _____

8. If you have used the ABT materials, is the "student concern" approach being used? Yes_____ No_____

Remarks: _____

_____

9. Have you participated in any additional in-service training to further your insights, improve your instructional practices or leadership in alcohol and safety education since the workshop?
Yes_____ No_____

10. Has anyone else in your school system used the ABT curriculum materials with students? Yes_____ No_____

11. If your school, (district, region of state in which you work, and/or state-at-large) were to be visited regarding alcohol and safety education program(s), what would you predict the visitors would identify as the major strengths and major weaknesses? (Include any special projects, in-service training, or instructional practices.)

MAJOR STRENGTHS	MAJOR WEAKNESSES

12. What do you think has been the most serious block in carrying out your "pledged" intentions (the ones you indicated on the Post Inventory form at the close of the workshop you attended)?

_____

_____

_____

13. If you have carried out or are in the process of carrying out your "pledged" intentions, what do you think has contributed most to your actions?

_____

_____

_____

14. Of the nine characteristics listed below, check the three characteristics which most accurately describe the nature of the alcohol and safety education program in your school system, state, or community at the present time.

_____traditional in most respects

_____dynamic with much emphasis on the "concern objectives" of students

_____experimental in design

_____creative with unusual involvement of students

_____clearly based on the interdisciplinary approach

_____too little assumption of responsibility except by teachers of driver, safety, health, and/or physical education

_____intensive use of ABT curriculum materials

_____limited use of ABT curriculum materials

_____fairly well balanced use of ABT curriculum materials along with other printed resources

_____other descriptive statement(s)_____

_____

_____

15. Have you detected an increase in concern and communication between state and local school personnel on problems and issues of alcohol and safety education during the past year? To what extent (check one)?

__Very noticeable __Fairly noticeable __Limited, almost unobservable

16. List any schools or agencies which you feel conduct outstanding instructional programs or special projects on alcohol and traffic safety

_____

_____

_____

THANK YOU!

Order Blank

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